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ABSTRACT

This report delineates the problems created by sex role stereotyping and recommends a plan for eliminating such practices. It recognizes the traditional independence of the local school districts in Wisconsin and attempts to persuade school districts of the desirability of undertaking such a plan. This report, with its recommendations and appendix, will assist school districts to make the changes now required by both federal and state law. It also suggests ways in which the Department of Public Instruction and other agencies can assist this statewide effort. The recommended goals, guidelines, and implementation plan are designed to increase the awareness and capabilities of staff and students to deal with sex role stereotyping in the school environment. The extensive appendixes contain supplementary materials to substantiate the importance of the recommendations and to assist school staff in carrying them out. (Author/IRT)

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State Superintendent's Advisory Task Force on Freedom For Individual Development

Final Report of The Sex Role Stereotyping Sub-Task Force February 1976

The Goal of the Sex Role Stereotyping Sub-Task Force Is:

To recommend goals, guidelines, and an overall implementation plan, which will include an evaluation system, designed to increase the awareness and capabilities of staff and students to deal with sex role stereotyping in their school environment.

This report will be integrated with the report of the Sub-Task Force on Minority Role Stereotyping, and the integrated report will be sent to local school districts.

BEST COPY AVAILABLE

Barbara Thompson, Ph.D., State Superintendent
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EA 008 197

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Foreword

The following report, prepared at the request of State Superintendent of Public Instruction, Dr. Barbara Thompson, delineates the problems created by sex role stereotyping and recommends a plan for eliminating such practices. It recognizes the traditional independence of the local school districts in Wisconsin and therefore attempts to persuade school districts of the desirability of undertaking such a plan.

Other forces working toward the same end are putting the force of law behind such efforts. Specifically, Title IX of the Education Amendments of 1972 makes it possible for the United States Department of Health, Education and Welfare to deny federal funds to a school district guilty of sex discrimination or for an aggrieved party to initiate court action. Furthermore, Chapter 94 of the Wisconsin Laws of 1975 protects the rights of both sexes to the advantages, privileges and courses of study of the public schools.

This report with its recommendations and appendix will assist school districts to make the changes now required by both federal and state law. The report also suggests ways in which the Department of Public Instruction (DPI) and other agencies could assist this statewide effort.

We appreciate the help given to us by Leslie (Buzz) Davis, Special Assistant to the Superintendent, and Nancy (Maggie) Burke, Chief of Facilities and General Services and Chairperson of the DPI Liaison Committee to this Sub-Task Force.

We are pleased by Dr. Thompson's concern for freedom for individual development and believe our recommendations will contribute to the effort to promote it.

Respectfully submitted for the Sub-Task Force,

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TABLE OF CONTENTS

Page

I. THE CALL TO ACTION: FREEDOM FOR INDIVIDUAL DEVELOPMENT ... 1

II. THE NEED FOR ACTION

A. Why the Concern 3
B. Federal Law 4
C. State Policy 4
D. Local Control 5

III. GLOSSARY 6

Terms to be understood before proceeding.

IV. A PLAN OF ACTION 7

A. Self-Assessment by Local School Districts 8

A list of questions which local boards of education, educators, and citizens can use to assess the extent of their own efforts to treat boys and girls equally.

B. A Course of Action for Local School Districts 13

A series of steps recommended to motivate school personnel to eliminate sex role stereotyping.

C. Recommendations for Department of Public Instruction (DPI) Assistance in Eliminating Sex Role Stereotyping 17

Ways in which DPI can bring about sex equality and can assist local districts in their efforts to do the same.

D. Recommendations for Other Agencies 18

Actions not subject to DPI influence but important in eliminating sex role stereotyping.

V. APPENDIX 20

Supplementary materials to substantiate the importance of the recommendations and to assist school staff in carrying them out.

A. "Facts About Women" 21

B. "Employed Women Continue to Earn Less" (a chart) 23

C. "Civilian Labor Force by Sex, 1950-74" (a chart) 24

Page

D. "Sexism Is Depressing" by Robert Trotter 25

E. "Why Men Die Younger" by Albert Rosenfeld 27

F. "Sexual Stereotypes Start Early" by Florence Howe .. 30

G. "Summary of Federal Regulations on Sex Discrimination in Education" 38

H. A Model Policy Statement for School Districts 39

I. Proposed Administrative Procedures for Materials Selection 40

J. Checklists

- A Survey of Counselor Attitudes Towards Women by Patricia Englehard 46

- Evaluating Sexism in Your School 54

- Checklist for Analyzing a School Library 59

- Checklist for Evaluating Sexism in Curriculum Materials 60

K. Instructional Materials: A Self-Study Guide 62

L. Curriculum Guidelines on Subject Matter Areas 66

M. "Sex Role Stereotyping in the Schools: An Annotated Bibliography and Additional Resources" by Barbara Roberts 70

I. THE CALL TO ACTION: FREEDOM FOR INDIVIDUAL DEVELOPMENT

Portions of an address by Barbara Thompson
State Superintendent of Public Instruction,
at the organizational meeting of the Sub-Task
Force on Sex Role Stereotyping in the Schools
January 21, 1975 Madison, Wisconsin

We are here today officially beginning the task force effort on Freedom For Individual Development. Over a period of thousands of years of history, men and women have been interested in the concept of individual freedom. As times change in societies, what people would actually define as individual freedom also changes.

Today in our country we all have the right to vote and to enter into the political process. In the past, as you all know, this was not so. The idea of individual freedom today takes on a different connotation than the right to vote. We now realize that people can be legally, physically, and economically free but inside their minds they can set limits which prohibit their individual development. We have concepts and attitudes which are deeply engrained in our thinking. When we live with and educate our children, both in our roles as parents and as teachers, we can pass on to children a way of thinking that limits their opportunities.

The purpose of the Sex Role Stereotyping Task Force is first to review how we treat boys and girls in our educational system and then offer concrete alternative solutions to the problems.

I would like you to look at the whole school environment exclusive of hiring and promotion practices. The hiring and promotion practices will be handled separately under the Affirmative Action Program....

I charge this task force to recommend goals, guidelines, and an overall implementation plan, which will include an evaluation system, designed to increase the awareness and capabilities of staff and students to deal with sex role stereotyping in their school environment.

....Attitudes, ways of thinking, institutionalized processes for handling people have taken many, many years to develop and will take many years to change. Only a few states in our nation have undertaken a project like the one we officially start today. At least one of these states has found that it is easier to build a solution to the difficult problem of role stereotyping on paper than it is to put solutions into effect in reality. This is why I urge you in your work in the months ahead to ask yourself this question: "How would I do this if I were a board member or if I were a classroom teacher?" We must be able to offer them alternative solutions that they can use--not theoretical definitions of their problems and no realistic solutions.

As I look ahead, I know this: To substantially change the attitudes and manner in which school staff approach students will take a long time. I view our whole task force effort as sort of a proactive Affirmative Action effort. The goal is to develop young men and women who look at other people as individuals and not as women first and individuals second or as blacks

first or as handicapped people first and as individuals second. Hopefully, these young people of the future will be able to look at others as individual human beings because they themselves have been treated as individuals because they themselves have been encouraged to develop their own individual skills and interests, and work goals in a less biased manner than all of us have been brought up and educated. What I hope to see in the years ahead is for our schools to develop more freedom for individual development.

II. THE NEED FOR ACTION

A. WHY THE CONCERN

We treat women and men differently in our society: all societies do and always have. There are historically understandable reasons based on biological and physiological differences, the child-bearing function of the female and the greater physical strength of the male. Now, however, it is widely recognized that in a developed, technological society like ours those characteristics do not justify the extent of the differences in treatment which still prevails. Persuasive arguments have been made that the attitudes and practices which polarize women and men and exaggerate their differences result in a denial of opportunity to both sexes and create especially difficult problems in a country where equality has always been a national goal.

Simple justice requires us to put an end to sex role stereotyping. For example, males should not have to display their masculinity with feats of strength. They should not feel threatened by having a "working wife." Females should not have to measure their worth by their physical attractiveness. They should not have to limit their accomplishments to the homemaking activities.

If further justification is needed, there are indications that some of our serious social problems stem from sex role stereotyping. The poverty so prevalent among one-parent families headed by women and among elderly widows can be attributed in large part to the erroneous expectation of most women that they will be permanently supported by a husband and consequently have no need to acquire saleable skills.

Even in the two-parent family the common interests and experiences which originally drew a couple together are sometimes lost by the separation of their lives if the husband's life is dominated by his employment, the wife's by home and children, and neither understands the other's situation. Then too, the economic burden that is placed on the husband/father appears to be a factor in the increasing physical health problems and early mortality of men.

Moreover, the secondary status of women seems to diminish the value of qualities which are associated with the female stereotype and to downgrade those very characteristics which may be the key to human survival in the future. Working cooperatively rather than competitively, compromising rather than defeating or being defeated, nurturing rather than conquering, yielding rather than destroying are virtues appropriate to an interdependent, heavily populated group.

Concern over sex stereotyping has stimulated efforts all over the country to reduce the different treatment of women and men to justifiable instances--not to eliminate all sex differences of course, but to adjust to the fact that differences between the sexes do not matter as much as they did in times when families needed many children and muscle-power was the prime source of energy. Sex differences rarely matter to one's educability, job performance, political ability, recreation needs, or most roles within the family.

To continue to prepare young women and men for the roles of a past era would be a disastrous mistake. Society's institutions must prepare them for the future. Wisconsin schools seem to recognize their responsibilities as change agents in general. It is urgent for them to recognize the part they can play in eliminating sex role stereotyping.

B. FEDERAL LAW

Increasing public awareness of the effects of sex bias has resulted in federal legislation prohibiting sex discrimination in many aspects of life, most notably employment. Recently Title IX of the Educational Amendments of 1972 has expanded the scope of legal prohibitions to cover students in public schools. Title IX states "no person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...." The Office of Civil Rights in the Department of Health, Education and Welfare will enforce the law and has issued guidelines to assist education agencies in complying with the law. Public schools in the United States must begin to make the changes required by this law. A school district which is a recipient of federal funds is required to submit an "assurance" of compliance with Title IX and to conduct a self-evaluation of its education programs to determine compliance and to take remedial steps where non-compliance is found. Each district must establish its own grievance procedure and appoint at least one employee to coordinate compliance efforts.

C. STATE POLICY

Although the Wisconsin statutes have only recently specifically prohibited differential treatment of male and female students in public schools, the State Superintendent of Public Instruction, under the broad statutory authority to supervise the public schools (115.28 (1)) and the mandate "to provide public information on the subject of education generally" (115.28 (4)) had already begun a major effort to inform educators about the problems created by sex role stereotyping and to provide assistance in overcoming it and counteracting its effects. Her intentions in this matter are evident in several actions and especially in the appointment of this Task Force.

The new Chapter 94 of the Laws of 1975 (Assembly Bill 431), signed into law in October 1975, puts the power of state law behind such efforts. The law contains several provisions relating to equal opportunity for both sexes in the public schools. It adds sex to the categories which may not be excluded from a public school and for which no separate school or department may be maintained. Furthermore, it prohibits discrimination in the granting of "advantages, priviledges, and courses of study" in public schools and gives the State Superintendent the power to promulgate rules necessary to carry out the purpose of the statute.

It is anticipated that the State Superintendent and the Department of Public Instruction (DPI) will include sex equality among factors to be considered in evaluating school district performance. The Legislature's enactment in 1973 of "Thirteen Standards" which school districts must meet has special significance. Three of the standards have special relevance to the provision of equal opportunity for both sexes. They

are: Standard C requiring a "planned continuous in-service program for the professional staff," Standard G requiring guidance and counseling services, and Standard J requiring "adequate instructional materials, texts, library services which reflect the cultural diversity and pluralistic nature of American society."

The Superintendent's Advisory Committee for Teacher Education and Certification has already recommended to the teacher-training institutions that they combine the men's and women's physical education programs.

The Human Relations Code enacted by the Department of Public Instruction in 1972 offers another means of combatting sex role stereotyping. Under its authority to certify graduates of schools of education for teaching, the DPI specifies that teacher-training institutions must include sex equality in the required human relations courses. (The teacher-training institutions have submitted their plans for carrying out this requirement to the DPI for approval. It affected all certification beginning in September 1973.)

D. LOCAL CONTROL

It is generally recognized that education is a responsibility of the state. This responsibility is not self-fulfilling. Therefore, the Legislature must specify the means by which education is to be accomplished. The Legislature places the primary responsibility for fulfilling Legislative enactments upon elected or appointed officials of local school districts. Thus, it is the local school district which has the primary responsibility to implement the program by which the state fulfills its educational responsibility.

III. GLOSSARY

Affirmative Action - A positive program designed to increase opportunities for minorities and persons regardless of sex.

Chauvinist - A person unreasonably devoted to a country, a race, a sex, etc., (and contemptuous of other races, the opposite sex, etc.)

Curriculum - Includes the total school environment: (e.g., staff ratios), the courses of study, learning materials, dissemination of information, instructional methods, teaching materials, teacher and counselor attitude school practices and in all activities.

Discrimination - Treating one party or group differently from the other. It usually results in treating one better than the other.

Feminism - The theory that women should have equal political, economic, educational and social rights with men.

Institutional racism - A group of established principles or fundamental rules which provide a framework for the practice of racial discrimination.

Minority Group - Part of a population differing from others in some characteristics and often subjected to differential treatment.

Racism - A set of attitudes and practices based on a belief that racial differences require or justify discrimination and segregation of people by race. These practices usually lead to domination by the larger group and persecution of the smaller.

Role - The part played by an individual in relation to a group of which he or she is a member.

Segregation - Separating one individual or group from the other.

Sex Bias - Prejudice based solely on sex exclusive of individual characteristics.

Sex Discrimination - Practices of custom, habit or law which oppress or promote one sex.

Sex Role Stereotyping - Expecting certain behaviors and occupations based on a person's sex.

Sexism - A set of attitudes and practices based on a belief that differences between the sexes require or justify treating males and females differently from each other. Such attitudes and practices usually lead to domination by the male, though in theory sexism could as well justify female domination.

Stereotyping - A standardized mental picture held in common by members of a group and representing an over-simplified opinion, affective attitude, or uncritical judgment.

Women's Studies - Course about women's characteristics and roles in which information about women is emphasized and present truths are re-evaluated from a woman's point of view.

IV. THE PLAN OF ACTION

INTRODUCTION

That we treat boys and girls differently in public schools in the United States, as well as in the family, in organizations, in the mass media, has been well documented in recent books and articles. Since efforts to end sex role stereotyping and to overcome its effects are still unusual in Wisconsin, one of the goals of this report is to assist local school districts to develop their own programs for dealing with sex role stereotyping.

Therefore, this plan has the following five parts:

A. Self-Assessment by Local School Districts

A list of questions which local board of education, educators, and citizens can use to assess the extent of their own efforts to treat boys and girls equally.

B. A Course of Action for Local School Districts

A series of recommended steps to motivate school personnel to eliminate sex role stereotyping.

C. Recommendations for Department of Public Instruction Assistance

Ways in which DPI can bring about sex equality and can assist local districts in their efforts to do the same.

D. Recommendations for Other Agencies

Actions not subject to DPI influence but important in eliminating sex role stereotyping.

A. SELF-ASSESSMENT BY LOCAL SCHOOL DISTRICTS

The Wisconsin Sub-Task Force on Sex Role Stereotyping in the schools has compiled the following list of questions which school personnel might ask themselves as they analyze how much they treat students differently in their own systems.

The Task Force hopes that the questions will alert school people to many subtle forms of sex role stereotyping and to the need for the coordinated district-wide effort recommended in section B of this report.

SCHOOL BOARD MEMBERS AND SUPERINTENDENTS

1. Have we a written policy prohibiting discrimination based on sex?

2. Do graduation requirements differ on the basis of sex? For example, are junior high girls required to take home economics and boys to take industrial arts?

3. Have we a written policy requiring that instructional materials being considered for purchase be analyzed for sex bias? Specifically, in such materials are the activities and achievements of women recognized along with those of men? Are women and girls given the same respect as men and boys? Are activities assigned on the basis of abilities, traits, and interests rather than on male or female stereotypes?

4. Are some courses or activities open only to one sex or dominated by a single sex? Courses: for example, physical education, industrial arts, home economics, vocational education, health? Activities: for example, cheerleading, future nurses, drill teams, marching bands, safety patrols?

5. Does the athletic program offer all students similar opportunities for skill development and competition regardless of sex?

6. Do the staffing patterns present sex stereotyped models? For example, are most elementary teachers women? Is the district administrator a man? Are most secondary school principals men? Food service? Maintenance crew?

7. Do we offer any courses in women's studies as an interim means of balancing the portrayal of men's lives in existing courses?

8. Is work being undertaken to review existing courses to incorporate the new research and insight promoted by woman's studies?

9. Does our in-service education program include the importance of sex equality?

10. Are we complying with state law which prohibits school districts from forcing pregnant students to withdraw and requires districts to provide special programs upon request of the pregnant student?

OTHER ADMINISTRATORS

11. Does our athletic director make equal opportunities available for boys and girls in providing:

a. equipment and supplies,
b. game and practice facilities,
c. locker rooms,
d. travel and per diem allowances,
e. game and practice schedules,
f. coaching assignments and pay,
g. medical and training services,
h. publicity?

12. Does our vocational education coordinator encourage among students as well as with employers the employment of young women and young men in non-traditional jobs? For example, young men in clerical jobs, young women in production and sales?

13. Do our building principals treat women teachers differently from men thus reinforcing sex role models? For example, are supervisory assignments of teachers such as bus loading/unloading, study hall, lunchroom, hallway, the monitoring of athletic events, etc., based on assumptions such as women have "home responsibilities" or men are "better" disciplinarians or men need extra income and women do not?

14. In dealing with discipline problems do principals act on preconceived ideas for solutions based on the students sex? For example, do we overprotect girls while failing to empathize with boys?

15. Are school playgrounds divided into boys' areas and girls' areas?

16. Do our professional libraries contain books, magazines, etc., which bring new research and new ideas on sex roles to the attention of the professional staff?

TEACHERS IN AND OUT OF THE CLASSROOM, LIBRARIANS, AND MEDIA SPECIALISTS

17. Do classroom "atmosphere" and practices prepare students for contemporary realities? For example:

a. In early grades are girls led to play only with toys related to housekeeping, mothering, nursing, while boys are led to mechanical and electric toys, building sets, and other "building" equipment.

b. In later grades do our science and mathematics teachers expect more of male students, thus subtly telling girls that their work in science is not important?

c. Do we expect boys to have more intellectual curiosity than girls? Do we expect girls always to be the assistant or helper?

d. Do we expect more docile behavior and better manners from girls while expecting boys to be more rebellious and discourteous? Do we admonish boys to be "chivalrous" and treat the girls like "ladies"?

e. Do we use language which stereotypes, speaking of "men in government"; doctors, lawyers, executives as "he," teachers as "she"?

f. Do we expect all girls to be interested in home, family, and child-care; and all boys in cars and sports? How do we treat those who do not fit the stereotypes?

g. Do we assign classroom tasks by sex? For example, do we expect boys to carry heavy things and to operate audio-visual equipment while girls do clerical tasks and good preparation?

h. When the group needs to be divided in half do we put girls in one group, boys in the other?

i. Do we use different punishments and rewards according to sex. Do we ever punish boys by making them sit with girls, or vice versa?

j. Do we ridicule relationships between males and females in a way that promotes stereotyping like "women never make up their minds"?

18. In the process of selecting instructional materials do teachers and librarians analyze them as to their inherent sex role stereotyping?

For example:

a. Do our history materials emphasize political and military leaders, most of whom have been men, while ignoring the lives of women and their roles in the daily life of a society and rarely mentioning those women who have been leaders?

b. Do our math materials show girls measuring for cooking or sewing while boys row the boat, run a distance in so many minutes or throw a ball so many feet?

c. In selecting materials for literature courses, do our teachers include authors and main characters of both sexes?

d. In pictorial displays, are women and men equally represented across all levels of occupations and activities?

19. Is our course content sex stereotyped?

For example:

a. Do our teachers of social studies include the social protest of the 19th century and the part women played? Do we include contemporary feminism as a significant social movement? Do we bring to the attention of students the changes imposed on the family by industrialization and the inherent separation of working men and working women from their families?

b. Do our family life teachers describe the traditional image of relationships in the middle-class nuclear family as norms and ideals? For example, do they fail to analyze the economic factors affecting other socio-economic groups, including current statistics on the cost-of-living, the two-income family, the one-parent family, relationships of fathers with children, the housework-sharing within some contemporary families? Or do we reinforce the image of family and work roles polarized by sex?

c. In our departments of practical arts do our industrial arts teachers give girls craft-type projects and rarely permit them to operate power equipment? Do our home economic teachers teach boys "bachelor cooking" and neglect parenting skills and other crafts usually associated with homemaking?

d. Do our art and music teachers encourage the participation of boys? And in the appreciation courses are the works of women artists included along with men.

e. Do our health education or sex education teachers settle for a physiological understanding with some moral lessons or do we cover psychological factors and differences of sexuality? Do they subtly emphasize marriage over the single life?

f. Do our girls physical education teachers expect sufficiently high performance from girls or do we permit them to avoid the skill training and body conditioning so valuable to self-confidence and maximum health?

20. When our teachers advise students regarding course selection and life goals do they consciously or unconsciously encourage sex stereotyped patterns?

COUNSELORS, PSYCHOLOGISTS, SOCIAL WORKERS AND OTHER SUPPORT PERSONNEL

21. Are we supportive of girls and boys who do not fit into the male and female stereotypes?

22. Regarding course selection, do we steer students into traditional sex stereotyped courses: boys into math, science, woodworking, machine shop, drafting; girls into humanities, languages, home economics, secretarial courses and typing, family living?

23. Regarding vocational goals, do we steer boys into male-dominated vocations such as science and engineering, machine operation, medicine and law; girls into female-dominated vocations such as nursing, teaching, secretarial work and usually with the premise that they will work for a short time only and will then make a full-time career of marriage?

24. Do we use vocational ability and interest tests based on traditional expectations for men and for women?

25. Do we make college and scholarship recommendations differently on the basis of sex?

26. Are the resource materials in our guidance library similarly categorized by sex with fewer options suggested for women?

27. Do we help boys with career selection more than we do girls?

28. Do we direct girls and boys into different extracurricular activities, girls into drama and dance, boys into athletics?

29. Do we use current data regarding marriage, divorce, birth rates, and employment of women? Do we make certain that students know that 90% of American women even now are spending some part of their lives in employment both when single and married. (See Appendix)

30. In dealing with students' behavior do we overprotect girls while denying boys needed empathy?

31. For career days are speakers chosen who bring new possibilities and examples of employment opportunities to both sexes?

B. A COURSE OF ACTION FOR LOCAL SCHOOL DISTRICTS FOR ELIMINATING SEX ROLE STEREOTYPING

Since control of education in Wisconsin is largely in the hands of local school districts, success in eliminating sex role stereotyping will require local motivation and organization. The Sub-Task Force offers the recommendations below as guidelines to assist local districts.

In essence the Sub-Task Force suggests that school boards assign to a local advisory committee the major responsibility for recommending and overseeing the implementation of an "in-service program" for school staff members designed both to make them aware of sex stereotyping and to suggest ways to overcome it and to counteract it. The specific steps follow:

1. We recommend that the local school board appoint and provide resources for a local advisory committee to recommend and oversee the implementation of an in-service program to end sex role stereotyping in the schools of the district.

   The committee should be representative of the major groups responsible for school policies and practices. That is:

   a. school board member(s)
   b. district administrator
   c. building principal(s)
   d. teacher(s)
   e. professional support personnel
   f. IMC director/librarian(s)/media specialist(s)
   g. citizens with an interest and understanding of complexities in eliminating sex role stereotyping
   h. parent(s)
   i. student(s)

2. We recommend that the local committee inform themselves about the general subject:

   a. by sending some of their members to a regional conference to be held by the Department of Public Instruction;

   b. by obtaining print and audio-visual materials; (see appendix for sources);

   c. by obtaining speakers, (see appendix for list of speakers).

3. We recommend that the committee develop a plan for in-service programs to create among all school staff, board members, and community an awareness of sex role stereotyping. The in-service program should assist all staff and board members to examine their own attitudes and practices in preparation for instituting changes.

   a. Policies and practices which cause problems can be categorized as follows:

1) Curriculum Matters

For example: course requirements such as home economics for girls and industrial arts for boys in junior high;

For example: course content such as history courses which deal exclusively with military and political events and omit economic, cultural, and social trends which describe family life and women's roles in society as well as the distinctive achievements of individual women.

2) Instructional Materials

For example: reading primers and audio-visuals which usually show women in housekeeping roles and men in production or professional positions;

For example: arithmetic problems in which girls are baking and boys are running.

3) General Behavioral Expectations

For example: kindergarten toys for girls related to housekeeping and for boys the mechanical and electrical toys;

For example: language such as the word "men" rather than "people" which reinforces the stereotype that public officials, professionals and other leaders are always men.

4) Counseling and Guidance

For example: failing to encourage girls to take science and math courses;

For example: failing to assist girls to plan for careers and jobs which pay a living wage and leading them to expect marriage and family to provide their total life needs.

5) Extracurricular Activities

For example: equating athletic accomplishments with masculinity thus demeaning and discouraging many able and intelligent boys;

For example: denying athletic opportunities to girls.

3. (Continued)

b. Among the various forces at work in the community which may support or oppose the effort to change are the following:

1) Change-promoting forces

a) societal changes which encourage greater freedom and equal opportunity for women,
b) economic changes which lead to the need for two incomes in many families,
c) technological changes which permit automated production,
d) medical changes which permit family planning,
e) legal requirements at the federal level,
f) commitment of teachers to individual development,
g) mass media,
h) advertising.

2) Change-resistant forces

a) preference for traditional ways
b) lack of knowledge of contemporary facts
c) existing policies
d) limited physical facilities
e) increased costs
f) mass media
g) advertising
h) hesitancy to embark on new program where no one has all the answers.

c. The committee will need to consider various alternatives for in-service programs in order to select a combination most appropriate. (See Recommendations to DPI)

d. The committee will need to prepare a suggested budget to submit to the administration and school board for the in-service program and request that the board fund the program.

e. The plan should suggest who is to be responsible for directing the in-service program.

f. The plan should be submitted to the school board. Revisions may be necessary to meet school board expectations. Upon school board approval the committee should monitor the plan with the full support and assistance of the school board.

4. We recommend that after the in-service program has been conducted the school board should:

a. consider revising its policies to insure that the board encourage equal educational opportunities regardless of sex and

b. the board should direct the school superintendent to request all professional staff members to prepare their own plans for eliminating and counteracting sex role stereotyping, discussing any which involve other staff members with those individuals, and submitting budget estimates for any which will require expenditures beyond those budgeted currently.

5. We recommend that each district administrator with the aid of the local advisory committee be required at the end of six months to review and submit to the local board and the community an evaluation and report of progress toward the goal of eliminating sex role stereotyping. Thereafter the administrator should make such a report annually in the spring. Where pertinent, budget data should be included. The report should be sent to the recommended DPI advisory committee on role stereotyping which this Sub-Task Force recommends establishing.

C. RECOMMENDATIONS FOR DEPARTMENT OF PUBLIC INSTRUCTION ASSISTANCE IN ELIMINATING SEX ROLE STEREOTYPING

1. We recommend that the Department of Public Instruction assist the federal government in publicizing Title IX of the U.S. Education Amendments of 1972 and the Guidelines promulgated by the Department of Health, Education, and Welfare.

2. We recommend that DPI hold regional conferences of 1 to 2 days during January or February for representatives of the local committees on sex role stereotyping recommended by this Sub-Task Force. The conferences should deal with the significance of the effort to eliminate sex role stereotyping and with instructional resources and methods to assist the local committees in planning local in-service programs.

3. We recommend that DPI develop in their central lending library a collection of resource materials for both professional and classroom use which would be available to local districts for borrowing. DPI might consider developing branch libraries in CESA offices or other appropriate regional centers.

   Among the available materials should be:

   a. guidelines for the selection of instructional materials;
   b. suggestions for a variety of in-service programs;
   c. a list of possible speakers, panelists, and trainers who might be hired by local districts to assist or direct an in-service program.

4. We recommend that DPI initiate a training program whereby a small group of people from several areas of the state receive special training to prepare themselves to assist local districts with in-service programs.

5. We recommend that DPI policies, personnel, and programs be models, free of sex bias. To this end DPI should initiate its own in-service program for its personnel.

6. We recommend that DPI evaluate the teacher-training institutions carefully to insure that the courses which fulfill the requirements of the Human Relations Code contain a high level of quality and quantity in social analysis and in current facts and figures regarding male and female roles.

7. We recommend that DPI notify all major book publishers, when the recommendations of this task force are complete, informing them that many Wisconsin schools will be analyzing materials on their "possible-purchase" lists for sex role stereotyping.

8. We recommend that the State Superintendent appoint a permanent advisory committee to work with DPI in carrying out the intent of this report.

9. We recommend that DPI gather data comparing dollars expended and programs offered on the basis of sex.

10. We recommend that approximately one year after this report is distributed a questionnaire be sent to local school districts asking the degree to which they are implementing the recommendations.

D. RECOMMENDATIONS FOR OTHER AGENCIES

1. For the Wisconsin Legislature -

   a. We recommend that if legislation is passed requiring periodic recertification of teachers on the basis of their performance and their continuing education, their competence to deal with sex role stereotyping problems be among the factors considered.

   b. We recommend appropriation of sufficient funds to permit DPI to assist local school districts to eliminate sex role stereotyping.

2. For Teacher-Training Institutions -

   We recommend giving high priority to educating potential teachers

   a. to treat their future students according to individual characteristics and abilities without regard to sex,

   b. to encourage their students to avoid limiting their own self-expectations by sex role stereotypes, and

   c. to correct the current bias in curriculum toward male experience and achievement by including research and documentation of women's lives and emphasizing the broad spectrum of human experience. (We cannot overemphasize the contribution which can be made by teacher-training institutions to provide a curriculum that treats men and women as equals and eradicates sexism.)

3. For the Wisconsin Interscholastic Athletic Association -

   a. We recommend continued efforts to increase opportunities for girls so that equal opportunities in athletics will be provided for both sexes as is mandated by federal law.

   b. We recommend changes in WIAA regulations, the development of model policies for local school districts, and workshops to assist athletic directors and coaches to adjust and develop curriculum content.

   c. We recommend that WIAA broaden its base of representation so as to give balance and additional perspective. Both women and men should be on the Board of Control.

4. For all Professional Education Organizations -

   We recommend the inclusion of information on sex equality and sex role stereotyping in publications, in workshops and at conferences to assist teachers in their classroom practices and in their curriculum content.

5. For the North Central Association of Colleges and Secondary Schools -

   We recommend that North Central include sex role stereotyping among factors to be included in their evaluations of local school districts and teacher-training institutions.

6. For the National Council for the Accreditation of Teacher Education -

We recommend that NCATE include sex role stereotyping among factors to be included in their evaluations of teacher-training institutions.

APPENDIX A

"Facts About Women"
National Education Association

APPENDIXES

The following materials are intended to assist school professionals eliminate sex role stereotyping. The Wisconsin Sub-Task Force has created only a few new materials and has selected a few pieces from the huge supply which has been developed throughout the country in recent years.

These appendixes will help bridge the gap between now and the time when the Wisconsin Department of Public Instruction publishes an integrated resource manual on sex and minority role stereotyping.

FACTS ABOUT WOMEN WORKERS

1. *Women work because of economic need.*

   a) Nearly two-thirds of all women workers either are single, divorced, or separated, or else they have husbands who earn less than $7,000 per year.
   b) Frequently the wife's earnings are needed to raise a family out of poverty. In husband-wife families 13 percent would have incomes below $4,000 if the wife did not work. 4 percent are still below $4,000, even when the wife works.
   c) One out of nine White families is headed by a woman. One out of three "minority-group" families is headed by a woman.

2. *Women earn less than men.*

   a) The average woman worker earns 57 percent as much as a man does, even when both work full time year round. This gap is widening: in 1958, the average woman worker earned 64 percent as much as the average man worker.
   b) White men who work full time for a year earn almost $10,000. "Minority-group" men earn almost $7,000. White women earn about $5,700. "Minority-group" women earn just over $5,000.
   c) Fully employed women high school graduates earn less than fully employed men who have not completed elementary school.
   d) Starting salaries of college graduates are lower for women than for men.

3. *The average woman worker is as well educated as the average man worker.*

   The average woman worker and the average man worker each have completed a median of 12.4 years of schooling.

4. *The percentage of women who work is increasing.*

   In 1940, 28.2 percent of all American women worked, as did 8.6 percent of women with children under 18 years of age.
   In 1950, 33.9 percent of all American women worked, as did 21.6 percent of women with children under 18 years of age.
   In 1960, 37.8 percent of all American women worked, as did 30.4 percent of women with children under 18 years of age.
   In 1972, 43.9 percent of all American women worked, as did 42.9 percent of women with children under 18 years of age.

5. *Day Care facilities are inadequate for working mothers.*

   In 1972, working women had almost 5.6 million children under 6 years of age. Licensed day care centers in 1972 could accommodate only 905,000 children.

6. *The proportion of professional and technical workers who are women has decreased.*

   In 1920, 44.1 percent of all professional and technical workers were women.
   In 1930, 44.8 percent of all professional and technical workers were women.
   In 1940, 41.5 percent of all professional and technical workers were women.
   In 1970, 38.0 percent of all professional and technical workers were women.
   In 1972, 39.3 percent of all professional and technical workers were women.

nea...helping teachers teach.

7. ***Women make up a small percentage of many important professions.***

9 percent of all scientists are women.
7 percent of all physicians are women.
3 percent of all lawyers are women.
1 percent of all engineers are women.
1 percent of all federal judges are women.

8. ***The percentage of women in the teaching profession is decreasing.***

In 1920, 26 percent of American teachers were women.
In 1930, 27 percent of American teachers were women.
In 1940, 28 percent of American teachers were women.
In 1970, 22 percent of American teachers were women.

9. ***The percentage of women holding advanced degrees has decreased.***

In 1920, 15.1 percent of all Ph.D.'s awarded went to women.
In 1930, 15.4 percent of all Ph.D.'s awarded went to women.
In 1940, 13.0 percent of all Ph.D.'s awarded went to women.
In 1950, 9.6 percent of all Ph.D.'s awarded went to women.
In 1960, 10.5 percent of all Ph.D.'s awarded went to women.
In 1970, 13.3 percent of all Ph.D.'s awarded went to women.

Sources:

1. U.S. Department of Labor, Employment Standards Administration, Women's Bureau. ***Underutilization of Women Workers.*** Washington, D.C.: the Bureau, 1971. p. 1.
   ___. "Twenty Facts on Women Workers." Washington, D.C.: the Bureau, February 1973.
2. ___. "Twenty Facts on Women Workers." Washington, D.C.: the Bureau, February 1973.
   ___. ***Underutilization of Women Workers.*** Washington, D.C.: the Bureau, 1971. pp. 5, 13.
3. ___. "Twenty Facts on Women Workers." Washington, D.C.: the Bureau, February 1973.
4. U.S. Department of Commerce, Bureau of the Census. ***Labor Force, Employment, and Unemployment in the United States, 1940 to 1946.*** Current Population Reports, Labor Force Bulletin, Series P-50, No. 2. Washington, D.C.: the Bureau, 1946. Table I, p. 3. (Percentages based on information given.)
   U.S. Department of Labor, Bureau of Labor Statistics. ***Handbook of Labor Statistics, 1971.*** Washington, D.C.: the Bureau, 1971. Table 1, p. 26.
   ___. Unpublished information.
5. U.S. Department of Labor, Employment Standards Administration, Women's Bureau. "Day Care Facts." Washington, D.C.: the Bureau, 1973. pp. 1, 2.
6. U.S. Department of Commerce, Bureau of the Census. ***Occupational Trends in the United States, 1900 to 1950.*** Working Paper, No. 5. Washington, D.C.: the Bureau, 1958. Table 4, p. 9.
   U.S. Department of Labor, Bureau of Labor Statistics. ***Handbook of Labor Statistics, 1971.*** Washington, D.C.: the Bureau, 1971. Table 6, p. 36. (Percentages based on information given.)
   ___. Unpublished information.
7. U.S. Department of Labor, Employment Standards Administration, Women's Bureau. ***Underutilization of Women Workers.*** Washington, D.C.: the Bureau, 1971. p. 10.
8. U.S. Department of Commerce, Bureau of the Census. ***Occupational Trends in the United States, 1900 to 1950.*** Working Paper, No. 5. Washington, D.C.: the Bureau, 1958. Table 6b, p. 22. (Percentages based on information given.)
   U.S. Department of Labor, Bureau of Labor Statistics. Unpublished information.
9. U.S. Department of Health, Education, and Welfare, Office of Education. ***Digest of Educational Statistics.*** Washington, D.C.: National Center for Educational Statistics, 1972. Table 102, p. 86. (Percentages based on information given.)

APPENDIX B

"Fully Employed Women Continue To
Earn Less Than Fully Employed Men
of Either White or Minority Races"

U. S. Department of Labor

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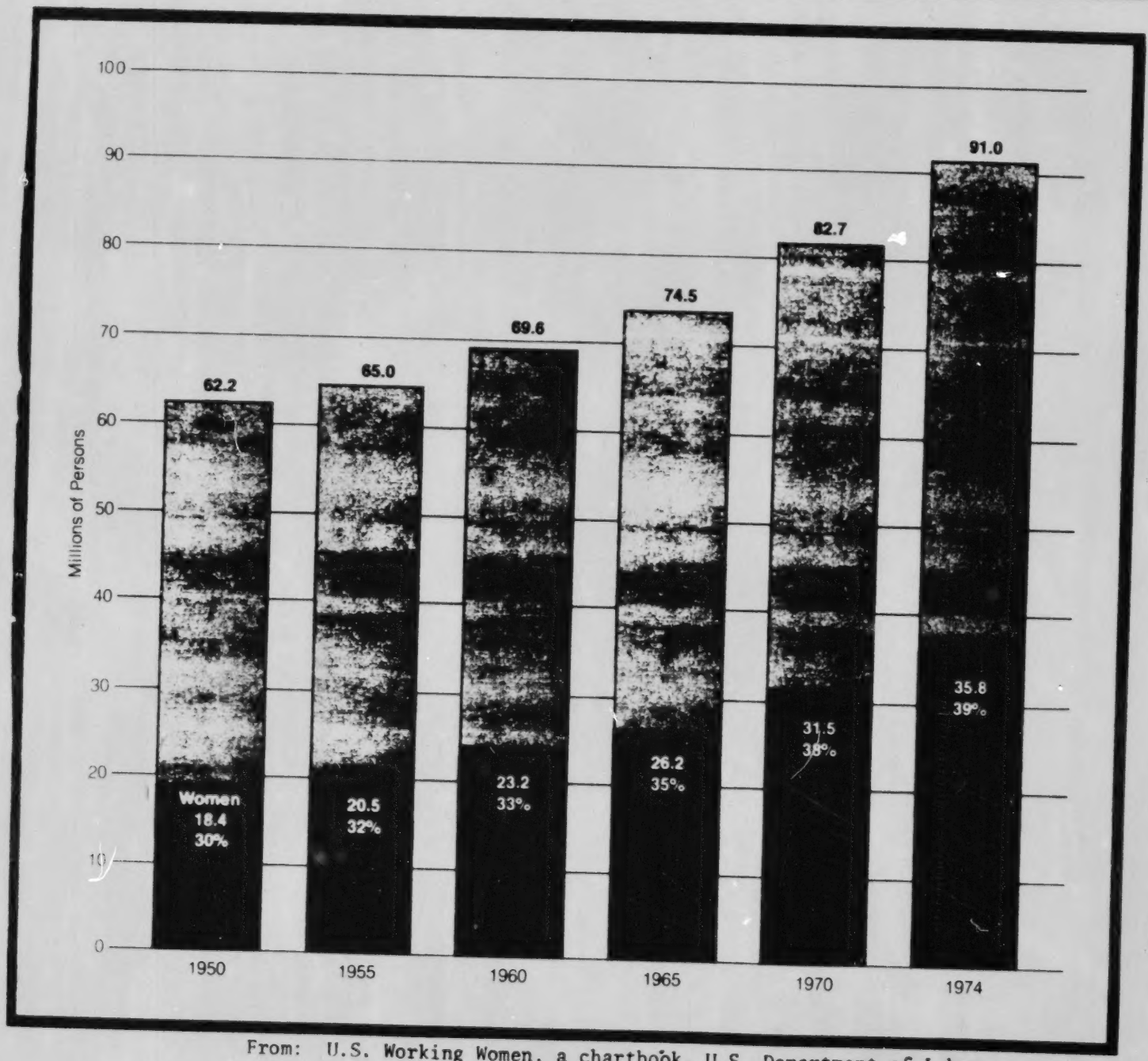
document when received.

APPENDIX C

"Civilian Labor Force by Sex, Selected Years, 1950 - 74"

U. S. Department of Labor



From: U.S. Working Women, a chartbook, U.S. Department of Labor, Bureau of Labor Statistics 1975 Bulletin 1880

2

Civilian labor force by sex, selected years, 1950-74

(annual averages)

The number of women in the labor force nearly doubled between 1950 and 1974—women now account for two-fifths of all workers.

APPENDIX D

"Sexism Is Depressing"

by Robert J. Trotter

SCIENCE NEWS; v108, Sep 13, 1975

reprint

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APPENDIX E

"Why Men Die Younger"

by Albert Rosenfeld

REPRINT FROM READER'S DIGEST;
November, 1972

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copyright restrictions.

APPENDIX F

"Sexual Stereotypes Start Early"

by Florence Howe

Sexual Stereotypes Start Early

—Fred Ward, Black Star

So long as those responsible for the education of children believe sexual stereotypes to be innate rather than culturally induced, so long will the conditioning continue.

by FLORENCE HOWE

"I remember quite clearly a day in sixth grade," a college freshman told me a year ago, "when the class was discussing an article from a weekly supplementary reader. The story was about a chef, and someone in the class ventured the opinion that cooking was women's work, that a man was a 'sissy' to work in the kitchen. The teacher's response surprised us all. She informed us calmly that men make the best cooks, just as they make the best dress designers, singers, and laundry workers. 'Yes,' she said, 'anything a woman can do a man can do better.' There were no male students present; my teacher was a woman."

Children learn about sex roles very early in their lives, probably before they are eighteen months old, certainly long before they enter school. They learn these roles through relatively simple patterns that most of us take for granted. We throw boy-babies up in the air and roughhouse with them. We coo over girl-babies and handle them delicately. We choose sex-related colors and toys for our children from their earliest days. We encourage the energy and physical activity of our sons, just as we expect girls to be quieter and more docile. We love both our sons and daughters with equal fervor, we protest, and yet we are disappointed when there is no male child to carry on the family name.

A hundred fifty years ago, Elizabeth Cady Stanton learned to master a horse and the Greek language in an attempt to comfort her father who had lost his only son and heir. No matter what evidence of brilliance Cady Stanton displayed, her father could only shake his head and murmur, "If only you were a boy, Elizabeth," much to the bafflement of the girl who had discerned that riding horses and studying Greek were the

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FLORENCE HOWE is professor of humanities at SUNY/College at Old Westbury. She was formerly chairwoman of the Modern Language Association's Commission on the Status of Women and is now second vice president of the MLA. She is co-author with Paul Lauter of *Conspiracy of the Young*. This article is adapted from an address to the Superintendents Work Conference, Teachers College, Columbia University, given at the invitation of Columbia Women's Liberation.

activities that had distinguished her dead brother from her living sisters. Only thirty years ago, at family gatherings, I remember hearing whispers directed at my brother and me: "Isn't it a pity that he has all the looks while she has all the brains." Others could contribute similar anecdotes today.

The truth of it is that while we in the West have professed to believe in "liberty, equality, and fraternity," we have also taken quite literally the term "fraternity." We have continued to maintain, relatively undisturbed, all the ancient edicts about the superiority of males, the inferiority of females. Assumptions current today about woman's alleged "nature" are disguised psychological versions of physiological premises in the Old Testament, in the doctrines of the early church fathers, and in the thinking of male philosophers, writers, educators—including some who founded women's colleges or opened men's colleges to women. In short, what we today call the "women's liberation movement" is only the most recent aspect of the struggle that began with Mary Wollstonecraft's *Vindication of the Rights of Women* in 1795—a piece of theory that drew for courage and example on the fathers of the French and American revolutions. It is, of course, only one hundred years since higher education was really opened up to women in this country, and many people know how dismal is the record of progress for professional women, especially during the past fifty years.

How much blame should be placed on public education? A substantial portion, although it is true that schools reflect the society they serve. Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture we live in. It is also perfectly understandable that sexual stereotypes demeaning to women are also perpetuated by women—mothers in the first place, and teachers in the second—as well as by men—fathers, the few male teachers in elementary schools, high school teachers, and many male administrators and educators at the top of the school's hierarchy.

Sexual stereotypes are not to be identified with sexual or innate differences, for we know nothing about these matters. John Stuart Mill was the first man (since Plato) to affirm that we could know nothing about innate sexual differences, since we have never known of a society in which either men or women lived wholly separately. Therefore, he reasoned, we can't "know" what the pure "nature" of either sex might be: What we see as female behavior, he maintained, is the result of what he called the education of "willing slaves." There is still no "hard" scientific evidence of innate sexual differences, though there are new experiments in progress on male hormones of mice and monkeys. Other hormonal experiments, especially those using adrenaline, have indicated that, for human beings at least, social factors and pressures are more important than physiological ones.

Sexual stereotypes are assumed differences, social conventions or norms, learned behavior, attitudes, and expectations. Most stereotypes are well-known to all of us, for they are simple—not to say simple-minded. Men are smart, women are dumb but beautiful, etc. A recent annotated catalogue of children's books (distributed by the National Council of Teachers of English to thousands of teachers and used for ordering books with federal funds) lists titles under the headings "Especially for Girls" and "Especially for Boys." Verbs and adjectives are remarkably predictable through the listings. Boys "decipher and discover," "earn and train," or "foil" someone; girls "struggle," "overcome difficulties," "feel lost," "help solve," or "help [someone] out." One boy's story has "strange power," another moves "from truancy to triumph." A girl, on the other hand, "learns to face the real world" or makes a "difficult adjustment." Late or early, in catalogues or on shelves, the boys of children's books are active and capable, the girls passive and in trouble. All studies of children's literature—and there have been many besides my own—support this conclusion.

Ask yourself whether you would be surprised to find the following social contexts in a fifth-grade arithmetic textbook:

1) girls playing marbles; boys sewing;
2) girls earning money, building things, and going places; boys buying ribbons for a sewing project;
3) girls working at physical activities; boys babysitting and, you guessed it, sewing.

—Bob Fitch, Black Star

"We encourage the energy and physical activity of our sons just as we expect girls to be more docile."

Of course you would be surprised—so would I. What I have done here is to reverse the sexes as found in a fifth-grade arithmetic text. I was not surprised, since several years ago an intrepid freshman offered to report on third-grade arithmetic texts for me and found similar types of sexual roles prescribed: Boys were generally making things or earning money; girls were cooking or spending money on such things as sewing equipment.

The verification of sexual stereotypes is a special area of interest to psychologists and sociologists. An important series of studies was done in

1968 by Inge K. Broverman and others at Worcester State Hospital in Massachusetts. These scientists established a "sex-stereotype questionnaire" consisting of "122 bipolar items"—characteristics socially known or socially tested as male or female. Studies by these scientists and others established what common sense will verify: that those traits "stereotypically masculine . . . are more often perceived as socially desirable" than those known to be feminine. Here are some "male-valued items" as listed on the questionnaire:

very aggressive
very independent
not at all emotional
very logical
very direct
very adventurous
very self-confident
very ambitious

These and other characteristics describe the stereotypic male. To describe the female, you need only reverse those traits and add "female-valued" ones, some of which follow:

very talkative
very tactful
very gentle
very aware of feelings of others
very religious
very quiet
very strong need for security

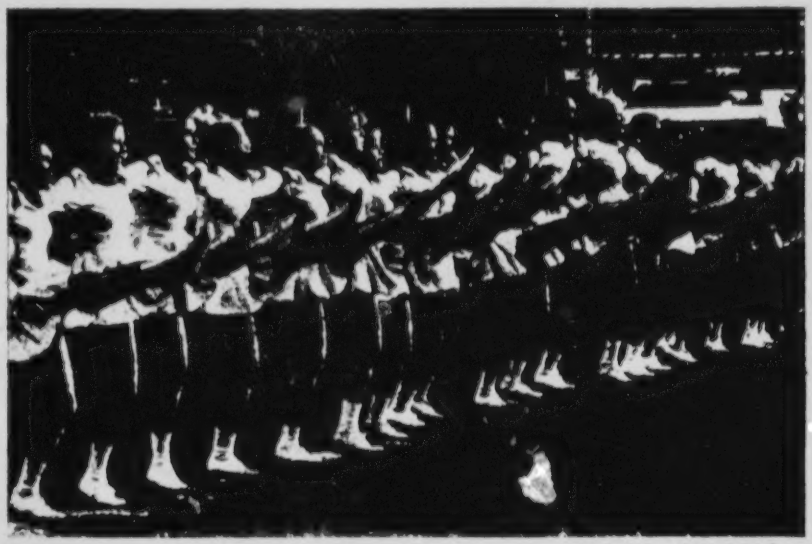
and the one I am particularly fond of citing to men who control my field—"enjoys art and literature very much."

The Worcester scientists used their 122 items to test the assumptions of clinical psychologists about mental health. Three matched groups of male and female clinical psychologists were given three identical lists of the 122 items unlabeled and printed in random order. Each group was given a different set of instructions: One was told to choose those traits that characterize the healthy adult male; another to choose those of the healthy adult female; the third, to choose those of the healthy adult—a person. The result: The clinically healthy male and the clinically healthy adult were identical—and totally divergent from the clinically healthy female. The authors of the study concluded that "a double standard of health exists for men and women." That is, the general standard of health applies only to men. Women are perceived as "less healthy" by those standards called "adult." At the same time, however, if a woman deviates from the sexual stereotypes prescribed for her—if she grows more "active" or "aggressive," for example—she doesn't grow healthier; she may, in fact, if her psychiatrist is a Freudian, be perceived as "sicker." Either way, therefore, women lose or fail, and so it is not surprising to find psychologist Phyllis Chesler reporting that proportionately many more women than men are declared "sick" by psychologists and psychiatrists.

The idea of a "double standard" for men and women is a familiar one and helps to clarify how severely sexual stereotypes constrict the personal and social development of women. Studies by child psychologists reveal that while boys of all ages clearly identify with male figures and activities, girls are less likely to make the same sort of identification with female stereotypes. With whom do girls and women identify? My guess is that there is a good deal of confusion in their heads and hearts in this respect, and that what develops is a pattern that might be compared to schizophrenia: The schoolgirl knows that, for her, life is one thing, learning another. This is like the Worcester study's "double standard"—the schoolgirl cannot find herself in history texts or as she would like to see herself in literature; yet she knows she is not a male. Many women may ultimately discount the question of female identity as unimportant, claiming other descriptions preferable—as a parent, for example, or a black person, or a college professor.

Children learn sexual stereotypes at an early age, and, by the time they get to fifth grade, it may be terribly difficult, perhaps hardly possible by traditional means, to change their attitudes about sex roles—whether they are male or female. For more than a decade, Paul Torrance, a psychologist particularly interested in creativity, has been conducting interesting and useful experiments with young children. Using a Products Improvement Test, for example, Torrance asked first-grade boys and girls to "make toys more fun to play with." Many six-year-old boys refused to try the nurse's kit, "protesting," Torrance reports, "I'm a boy! I don't play with things like that." Several creative boys turned the nurse's kit into a doctor's kit and were then "quite free to think of improvements." By the third grade, however, "boys excelled girls even on the nurse's kit, probably because," Torrance explains, "girls have been conditioned by this time to accept toys as they are and not to manipulate or change them."

Later experiments with third, fourth, and fifth-graders using science toys further verify what Torrance calls "the inhibiting effects of sex-role conditioning." "Girls were quite reluctant," he reports, "to work with these science toys and frequently protested: 'I'm a girl; I'm not supposed to know anything about things like that!'" Boys, even in these early grades, were about twice as good as girls at explaining ideas about toys. In 1959, Torrance reported his findings to parents and teachers in one school and asked for their cooperation in attempting to change the attitudes of the girls. In 1960, when he retested them, using similar science toys, the girls participated willingly and even with apparent enjoyment. And they performed as well as the boys. But in one significant respect nothing had changed: The boys' contributions were more highly valued—both by other boys and by girls—than the girls' contributions, regardless of the fact that, in terms of sex,

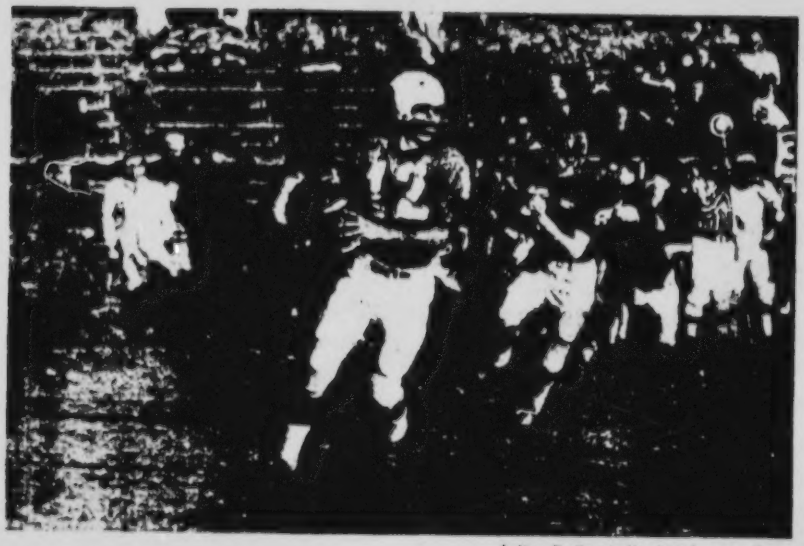


—Rogers, Monkmeyer Press

Extracurricular activities reinforce the stereotypes that children . . .

boys and girls had scored equally. "Apparently," Torrance writes, "the school climate has helped to make it more acceptable for girls to play around with science things, but boys' ideas about science things are still supposed to be better than those of girls."

Torrance's experiments tell us both how useful and how limited education may be for women in a culture in which assumptions about their inferiority run deep in their own consciousness as well as in the consciousness of men. While it is encouraging to note that a year's effort had changed behavior patterns significantly, it is also clear that attitudes of nine-, ten-, and eleven-year-olds are not so easily modifiable, at least not through the means Torrance used.



—Julian E. Caraballo, Monkmeyer Press

. . . have been taught by their parents, friends, and the culture we live in.

Torrance's experiments also make clear that, whatever most of us have hitherto assumed, boys and girls are *not* treated alike in elementary school. If we consider those non-curricular aspects of the school environment that the late anthropologist Jules Henry labeled the "noise" of schools, chief among them is the general attitude of teachers, whatever their sex, that girls are likely to "love" reading and to "hate" mathematics and science. As we know from the Rosenthal study of teacher expectations, *Pygmalion in the Classroom*, such expectations significantly determine student behavior and attitudes. Girls are not expected to think logically or to understand scientific principles; they accept that estimate externally and give up on mathematics and science relatively early. And disappointment awaits the interested girl in high school. For example, in six high school science texts published since 1966 and used in the Baltimore city public schools—all of the books rich in illustrations—I found photographs of one female lab assistant, one woman doctor, one woman scientist, and Rachel Carson. It is no wonder that the percentage of women doctors and engineers in the United States has remained constant at 6 per cent and 1 per cent respectively for the past fifty years.

Though there is no evidence that their early physical needs are different from or less than boys', girls are offered fewer activities even in kindergarten. They may sit and watch while boys, at the request of the female teacher, change the seating arrangement in the room. Of course, it's not simply a matter of physical exercise or ability: Boys are learning how to behave as males, and girls are learning to be "ladies" who enjoy being "waited on." If there are student-organized activities to be arranged, boys are typically in charge, with girls assisting, perhaps in the stereotyped role of secretary. Boys are allowed and expected to be noisy and aggressive, even on occasion to express anger; girls must learn "to control themselves" and behave like "young ladies." On the other hand, boys are expected not to cry, though there are perfectly good reasons why children of both sexes ought to be allowed that avenue of expression. Surprisingly early, boys and girls are separated for physical education and hygiene, and all the reports now being published indicate preferential treatment for boys and nearly total neglect of girls.

In junior high schools, sexual stereotyping becomes, if anything, more overt. Curricular sex-typing continues and is extended to such "shop" subjects as cooking and sewing, on the one hand, and metal- and woodworking, printing, ceramics, on the other. In vocational high schools, the stereotyping becomes outright channeling, and here the legal battles have begun for equality of opportunity. Recently, the testimony of junior high and high school girls in New York has become available in a pamphlet prepared by the New York City chapter of NOW (*Report on Sex Bias in the Public Schools*, available from Anne Grant West, 453 Seventh St., Brooklyn, N.Y. 11215). Here are a few items:

- Well, within my physics class last year, our teacher asked if there was anybody interested in being a lab assistant, in the physics lab, and when I raised my hand, he told all the girls to put their hands down because he was only interested in working with boys.

- There is an Honor Guard . . . students who, instead of participating in gym for the term, are monitors in the hall, and I asked my gym teacher if I could be on the Honor Guard Squad. She said it was only open to boys. I then went to the head of the Honor Guard . . . who said that he thought girls were much too nasty to be Honor Guards. He thought they would be too mean in working on the job, and I left it at that.

- We asked for basketball. They said there wasn't enough equipment. The boys prefer to have it first. Then we will have what is left over. We haven't really gotten anywhere.

Finally, I quote more extensively from one case:

MOTHER: I asked Miss Jonas if my daughter could take metalworking or mechanics, and she said there is no freedom of choice. That is what she said.

THE COURT: That is it?

ANSWER: I also asked her whose decision this was, that there was no freedom of choice. And she told me it was the decision of the board of education. I didn't ask her anything else because she clearly showed me that it was against the school policy for girls to be in the class. She said it was a board of education decision.

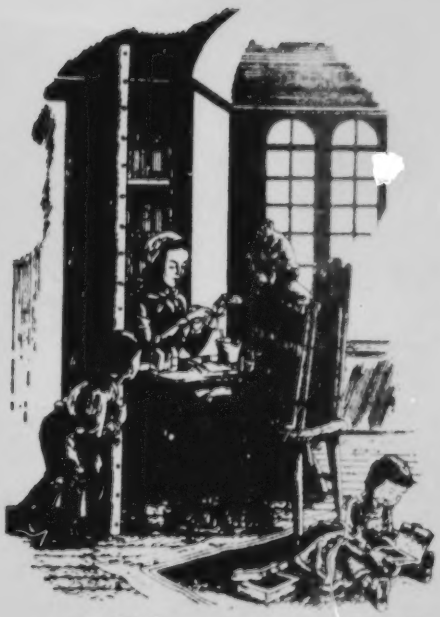
QUESTION: Did she use that phrase "no freedom of choice"?

ANSWER: Exactly that phrase—no freedom of choice. That is what made me so angry that I wanted to start this whole thing.

* * *

THE COURT: Now, after this lawsuit

—from "Jellybeans for Breakfast," Parents' Magazine Press



—from "Challenge to Become a Doctor—The Story of Elizabeth Blackwell," Feminist Press

New books portraying children and women in non-stereotyped activities indicate publishers' growing sensitivity to feminist criticism.

—from "Mommies at Work," Knopf

was filed, they then permitted you to take the course; is that correct?

DAUGHTER: No, we had to fight about it for quite a while.

QUESTION: But eventually they did let you in the second semester?

ANSWER: They only let me in there.

Q: You are the only girl?

A: Yes.

Q: How did you do in the course?

A: I got the medal for it from all the boys there.

Q: Will you show the court?

A: Yes (indicating).

Q: And what does the medal say?

A: Metal 1970 Van Wyck.

Q: And why did they give you that medal?

A: Because I was the best one out of all the boys.

THE COURT: I do not want any giggling or noises in the courtroom. Just do the best you can to control yourself or else I will have to ask you to leave the courtroom. This is no picnic, you know. These are serious lawsuits.

Such "serious lawsuits" will, no doubt, continue, but they are not the only routes to change. There are others to be initiated by school systems themselves.

One route lies through the analysis of texts and attitudes. So long as those responsible for the education of children believe in the stereotypes as givens, rather than as hypothetical constructs that a patriarchal society has established as desired norms—so long as the belief continues, so will the condition. These beliefs are transmitted in the forms we call literature and history, either on the printed page or in other media.

Elementary school readers are meant for both sexes. Primers used in the first three grades offer children a view of a "typical" American family: a mother who does not work, a father who does, two children—a brother who is always older than a sister—and two pets—a dog and sometimes a cat—whose sexes and ages mirror those of the brother and sister. In these books, boys build or paint things; they also pull girls in wagons and push merry-go-rounds. Girls carry purses when they go shopping; they help mother cook or pretend that they are cooking; and they play with their dolls. When they are not making messes, they are cleaning up their rooms or other people's messes. Plots in which girls are involved usually depend on their inability to do something—to manage their own roller skates or to ride a pony. Or in another typical role, a girl named Sue admires a parachute jumper: "What a jump!" said Sue. "What a jump for a man to make!" When her brother puts on a show for the rest of the neighbor-

(Continued on page 92)

Sexual Stereotypes

(Continued from page 82)

hood, Sue, whose name appears as the title of the chapter, is part of his admiring audience.

The absence of adventurous heroines may shock the innocent; the absence of even a few stories about women doctors, lawyers, or professors thwarts reality; but the consistent presence of one female stereotype is the most troublesome matter:

> Primrose was playing house. Just as she finished pouring tea for her dolls she began to think. She thought and thought and she thought some more: "Whom shall I marry? Whomever shall I marry?
>
> "I think I shall marry a mailman. Then I could go over to everybody's house and give them their mail.
>
> "Or I might marry a policeman. I could help him take the children across the street."

Primrose thinks her way through ten more categories of employment and concludes, "But now that I think it over, maybe I'll just marry somebody I love." Love is the opiate designated to help Primrose forget to think about what she would like to do or be. With love as reinforcer, she can imagine herself helping some man in his work. In another children's book, Johnny says, "I think I will be a dentist when I grow up," and later, to Betsy, he offers generously, "You can be a dentist's nurse." And, of course, Betsy accepts gratefully, since girls are not expected to have work identity other than as servants or helpers. In short, the books that schoolgirls read prepare them early for the goal of marriage, hardly ever for work, and never for independence.

If a child's reader can be pardoned for stereotyping because it is "only" fiction, a social studies text has no excuse for denying reality to its readers. After all, social studies texts ought to describe "what is," if not "what should be." And yet, such texts for the youngest grades are no different from readers. They focus on families and hence on sex roles and work. Sisters are still younger than brothers; brothers remain the doers, questioners, and knowers who explain things to their poor, timid sisters. In a study of five widely used texts, Jamie Kelem Frisof finds that energetic boys think about "working on a train or in a broom factory" or about being President. They grow up to be doctors or factory workers or (in five texts combined) to do some hundred different jobs, as opposed to thirty for women.

Consider for a moment the real work world of women. Most women (at least

for some portion of their lives) work, and if we include "token" women—the occasional engineer, for instance—they probably do as many different kinds of work as men. Even without improving the status of working women, the reality is distinctly different from the content of school texts and literature written for children. Schools usually at least reflect the society they serve; but the treatment of working women is one clear instance in which the reflection is distorted by a patriarchal attitude about who *should* work and the maleness of work. For example, there are women doctors—there have been women doctors in this country, in fact, for a hundred years or so. And yet, until the publication this month of two new children's books by the Feminist Press (Box 334, Old Westbury, N.Y. 11568), there were no children's books about women doctors.

In a novel experiment conducted recently by an undergraduate at Towson State College in Maryland, fourth-grade students answered "yes" or "no" to a series of twenty questions, eight of which asked, in various ways, whether "girls were smarter than boys" or whether "daddies were smarter than mommies." The results indicated that boys and girls were agreed that 1) boys were not smarter than girls, nor girls smarter than boys; but 2) that daddies were indeed smarter than mommies! One possible explanation of this finding depends on the knowledge that daddies, in school texts and on television (as well as in real life), work, and that people who work know things. Mommies, on the other hand, in books and on television, rarely stir out of the house except to go to the store—and how can someone like that know anything? Of course, we know that half of all mothers in the United States work at some kind of job, but children whose mommies do work can only assume—on the basis of evidence offered in school books and on television—that their mommies must be "different," perhaps even not quite "real" mommies.

If children's readers deny the reality of working women, high school history texts deny women their full historical role. A recent study by Janice Law Trecker of thirteen popular texts concludes with what by now must seem a refrain. Women in such texts are "passive, incapable of sustained organization or work, satisfied with [their] role in society, and well supplied with material blessings." Women, in the grip of economic and political forces, rarely fighting for anything, occasionally receive some "rights," especially suffrage in 1920, which, of course, solves all *their* problems. There is no discussion of the struggle by women to gain entrance into higher education, of their efforts to organize or join labor unions, of other battles for working rights, or of the many different aspects of the hundred-year-long multi-issue effort that ended, temporarily, in the suffrage act of 1920. Here is Dr. Trecker's summary of the history and contributions of American women as garnered from the thirteen texts combined:

> Women arrived in 1619 (a curious choice if meant to be their first acquaintance with the New World). They held the Seneca Falls Convention on Women's Rights in 1848. During the rest of the nineteenth century, they participated in reform movements, chiefly temperance, and were exploited in factories. In 1920, they were given the vote. They joined the armed forces for the first time during the Second World War and thereafter have enjoyed the good life in America. Add the names of the women who are invariably mentioned: Harriet Beecher Stowe, Jane Addams, Dorothea Dix, and Frances Perkins, with perhaps Susan B. Anthony, Elizabeth Cady Stanton . . . [and you have the story].

Where efforts have been made in recent years to incorporate black history, again it is without attention to black women, either with respect to their role in abolitionist or civil rights movements, for example, or with respect to intellectual or cultural achievements.

Just as high school history texts rely on male spokesmen and rarely quote female leaders of the feminist movement—even when they were also articulate writers such as Charlotte Perkins Gilman, or speakers such as Sojourner Truth—so, too, literary anthologies will include Henry James or Stephen Crane rather than Edith Wharton or Kate Chopin. Students are offered James Joyce's *Portrait of the Artist as a Young Man* or the *Autobiography of Malcolm X*, rather than Doris Lessing's *Martha Quest* or Anne Moody's *Coming of Age in Mississippi*. As a number of studies have indicated, the literary curriculum, both in high school and college, is a male-centered one. That is, either male authors dominate the syllabus or the central characters of the books are consistently male. There is also usually no compensating effort to test the fictional portraits—of women and men—against the reality of life experience. Allegedly "relevant" textbooks for senior high school or freshman college composition courses continue to appear, such as Macmillan's *Representative Men: Heroes of Our Time*. There are two women featured in this book: Elizabeth Taylor, the actress, and Jacqueline Onassis, the Existential Heroine. Thirty-five of forty men—representing a range of racial, political, occupational, and intellectual interests—fill the bulk of a book meant, of course, for both men and women. And some teachers are still ordering such texts.

It's not a question of malice, I assume, but of thoughtlessness or ignorance. Six or seven years ago I too was teaching from a standard male-dominated curriculum—and at a women's college at that. But I speak from more than my own experience. Last fall at this time I knew of some fifty college courses in what has come to be known as women's studies. This fall, I know of more than 500, about half of which are in literature and history. I know also of many high school teachers who have already begun to invent comparable courses.

School systems can and should begin to encourage new curricular developments, especially in literature and social studies, and at the elementary as well as the high school level. Such changes, of course, must include the education and re-education of teachers, and I know of no better way to re-educate them than to ask for analyses of the texts they use, as well as of their

Sexism in Children's Books

Feminists on Children's Media, *Little Miss Muffit Fights Back* (P.O. Box 4315 Grand Central Station, N.Y. 10017), 1971. Bibliography of forty-eight pages, recommending non-sexist children's books. 40 cents.

Frisof, Jamie Kelem, "Textbooks and Channeling," *Women: A Journal of Liberation* (3028 Greenmount Ave., Baltimore, Md. 21218), Fall 1969, pp. 26-28. An analysis of five modern social studies textbooks for grades one to three. Annual subscription $5 for four issues.

Howe, Florence, "The Female Majority," *Conspiracy of the Young*, Paul Lauter and Florence Howe, World Publishers, 1970. Includes an analysis of text books used in Baltimore city schools.

Nilsen, Aileen Pace, "Women in Children's Literature," *College English*, May 1971. A survey of the 1951-70 winners and runners-up in Caldecott Award competition.

Spinks, Sarah, "Sugar and Spice," *This Magazine is about Schools*, Summer 1969. Discussion of socialization of female children.

Trecker, Janice Law, "Women in U.S. History High School Textbooks," *National Council for Social Studies*, March 1971; reproduced in *Report on Sex Bias in the Public Schools*, N.Y. Chapter of NOW, 1971.

assumptions and attitudes. The images we pick up, consciously or unconsciously, from literature and history significantly control our sense of identity, and our identity—our sense of ourselves as powerful or powerless, for example—controls our behavior. As teachers read new materials and organize and teach new courses, they will change their views. That is the story of most of the women I know who, like me, have become involved in women's studies. The images we have in our heads about ourselves come out of literature and history; before we can change those images, we must see them clearly enough to exorcise them and, in the process, to raise others from the past we are learning to see.

That is why black educators have grown insistent upon their students' learning black history—slave history, in fact. That is also why some religious groups, Jews for example, emphasize their history as a people, even though part of that history is also slave history. For slave history has two virtues: Not only does it offer a picture of servitude against which one can measure the present; it offers also a vision of struggle and courage. When I asked a group of young women at the University of Pittsburgh last year whether they were depressed by the early nineteenth-century women's history they were studying, their replies were instructive: "Certainly not," one woman said, "we're angry that we had to wait until now—after so many years of U.S. history in high school—to learn the truth about some things." And another added, "But it makes you feel good to read about those tremendous women way back then. They felt some of the same things we do now."

Will public education begin to change the images of women in texts and the lives of women students in schools? There will probably be some movement in this direction, at least in response to the pressures from students, parents, and individual teachers. I expect that parents, for example, will continue to win legal battles for their daughters' equal rights and opportunities. I expect that individual teachers will alter their courses and texts and grow more sensitive to stereotypic expectations and behavior in the classroom. But so far there are no signs of larger, more inclusive reforms: no remedial program for counselors, no major effort to destereotype vocational programs or kindergarten classrooms, no centers for curricular reform. Frankly, I don't expect this to happen without a struggle. I don't expect that public school systems will take the initiative here. There is too much at stake in a society as patriarchal as this one. And schools, after all, tend to follow society, not lead it.

APPENDIX G

"Summary of Federal Regulations on
Sex Discrimination in Education"

Education Commission of the States

Reprint from COMPACT; October 1975

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APPENDIX H

A Model Policy Statement For School Districts

Sub-Task Force on Sex Role Stereotyping

A Model Policy Statement for School Districts

Equal access to school facilities and equipment, programs, services and financial resources shall be provided to all pupils without regard to sex, race, religion, or national origin. The implementation of this policy shall include positive efforts to overcome any past discriminatory practices.

Sub-Task Force on Sex Role Stereotyping
Wisconsin Department of Public Instruction

APPENDIX I

Proposed Administrative Procedures For Materials Selection

Cedar Rapids Public Schools

Cedar Rapids, Iowa

PROPOSED ADMINISTRATIVE PROCEDURES FOR MATERIALS SELECTION

Cedar Rapids Public Schools
Cedar Rapids, Iowa

I. THE BOARD OF EDUCATION DELEGATES TO THE PROFESSIONAL PERSONNEL AUTHORITY FOR SELECTION OF LEARNING RESOURCES. All types of materials for school libraries shall be recommended for purchase by the professional personnel of libraries. Consultation may take place with the administration, consultative staff, faculty, and students. Authority for the selection of instructional material is similarly delegated.

II. ALL MATERIALS SELECTED SHALL SUPPORT STATED OBJECTIVES OF SCHOOL LIBRARY SERVICE.

These objectives of school library and media support service are:

A. To acquire materials and provide service consistent with the demands of the curriculum;
B. To develop in students skills and resourcefulness in the use of libraries and learning resources;
C. To effectively guide and counsel students in the selection and use of materials and libraries;
D. To foster in students a wide range of significant interests:
E. To provide opportunities for aesthetic experiences and development of appreciation of the fine arts;
F. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
G. To encourage life-long education through the use of the library;
H. To work cooperatively and constructively with the instructional and administrative staffs in the school.

III. ALL MATERIALS SELECTED SHALL BE CONSISTENT WITH STATED PRINCIPLES OF SELECTION.

These principles are:

A. To select material, within established standards, which will meet needs and find use;
B. To consider the educational characteristics of the school community in the selection of materials within a given category;
C. To present the sexual, racial, religious, and ethnic groups in our community and our society in such a way as to build positive images, with mutual understanding and respect;
   1. Portray people, both men and women, adults and children, whatever their ethnic, religious, or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive;
   2. Place no constraints on individual aspirations and opportunity;

3. Give comprehensive, accurate, and balanced representation to minority groups and women--in art and science, history and literature and in all other fields of life and culture;
4. Provide abundant recognition of minority groups and women by showing them frequently in positions of leadership and centrality.

D. To intelligently, quickly and effectively anticipate and meet needs through awareness of subjects of local, national, and international interest and significance;

E. To strive for impartiality in all aspects of the selection process.

IV. ALL MATERIALS SELECTED SHALL MEET STATED SPECIFIC SELECTION CRITERIA. These criteria are:

A. Authority - authors' qualifications - education, position, professional organizations, experience, previously published works;

B. Scope of the material;

C. Reliability;
   1. Accuracy
      a. Expose and discredit "myths" which have misrepresented minority groups and women or have served to inaccurately explain any aspect of social development in the United States;
      b. Portray historical "heroes" on the basis of historical accuracy and/or openly admitted value judgments, rather than on the basis of myth or subtle value judgments;
      c. Correct historical interpretations of the past which did not explicitly and thoroughly discuss the extent to which United States growth and development was inconsistent with values considered by many to be basic to the American political system;
   2. Recency
      a. Present content which is consistent with the findings of recent and authoritative research concerning minority groups and women in our culture;
      b. Areas in which recent and current developments are important shall be represented by up-to-date material.

D. Treatment of material;
   1. Purpose
   2. Evidence of theoretical, sexual, racial, religious, or ethnic bias or prejudice
      a. Does not describe the same behavior or characteristics differently depending on the sex or other group identification of the person concerned;
      b. Does not assign stereotyped roles to men and women;

c. Does not omit reference to participation by women or minorities in historical events or to the impact of these events upon them;
d. Does not give a condescending estimate of a foreign people when discussing other nations;
e. Does not give a condescending estimate of the poor or more recently arrived immigrant groups in the United States;
f. Does not treat the statement or act of an individual as representative of the entire group to which he belongs;

3. Level - scholarly, technical, general

E. Language;
1. Vocabulary
a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
b. Does not use "man" or similar limiting word usages in generalizations or ambiguities which may cause women to feel excluded or dehumanized.
2. Sentence length, structure
3. Use of language in an aesthetic manner while presenting information

F. Subject interest;

G. Format;
1. Book
a. Adequate and accurate index
b. Paper of good quality and color
c. Print adequate and well spaced
d. Adequate margins
e. Firmly bound
f. Cost
2. Non-Book
a. Flexibility, adaptability
b. Curricular orientation or of significant interest to students
c. Appropriate for audience
d. Accurate authoritative presentation
e. Good production qualities (fidelity, aesthetically adequate)
f. Durability
g. Cost
3. Illustrations of book and non-book materials should:
a. Depict instances of fully integrated (including men and women) groupings and settings to indicate equal status and non-segregated social relationships;
b. Make clearly apparent the identity of minority individuals;
c. Contain pertinent and effective illustrations;

H. Special Features:
   1. Bibliographies
   2. Experiments, projects
   3. Glossary
   4. Charts, maps, etc.

I. Potential use:
   1. Will it meet the requirements of reference work?
   2. Will it help students with personal problems and adjustments?
   3. Will it serve as a source of information for teachers and librarians?
   4. Does it offer understanding of cultures other than the student's own and is it free of racial, religious, ethnic, and sexual stereotypes?
   5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
   6. Will it help students and teachers keep abreast of and understand current events?
   7. Will it foster and develop hobbies and special interests?
   8. Will it help develop aesthetic tastes and appreciation?
   9. Will is serve the needs of students with special problems?
   10. Does it have inspirational value?.

V. GIFTS TO THE LIBRARY MAY BE ACCEPTED ONLY WITH THE UNDERSTANDING THAT THE DISPOSITION OF SUCH GIFTS BECOMES THE PREROGATIVE OF THE BOARD OF EDUCATION. Disposition will be made consistent with the objectives of the school, the best interests of the school community, and the principles and standards by the library for its collection.

VI. IN ORDER TO ALWAYS PROVIDE A CURRENT, HIGHLY USABLE COLLECTION OF MATERIALS IN EVERY LIBRARY, LIBRARIANS SHALL PROVIDE FOR CONSTANT AND CONTINUING RENEWAL OF THE COLLECTION, NOT ONLY BY THE ADDITION OF UP-TO-DATE MATERIALS, BUT BY THE JUDICIOUS ELIMINATION OF MATERIALS WHICH NO LONGER MEET NEEDS OR FIND USE.
The process of weeding will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

VII. A PROCEDURE FOR PROCESSING AND RESPONDING TO CRITICISM OF APPROVED MATERIAL SHALL BE ESTABLISHED AND FOLLOWED. This procedure shall include a formal signed complaint of standard format and an appointed committee to re-evaluate the material in question. In order to effectively safeguard the opinions of those persons in the school community not directly involved with the selection process, including school personnel, and to avoid the possibility of a biased or prejudicial attitude consistently influencing selection, the following procedure will be followed in making known a criticism:

A. Citizens of the school community may register criticism of material with the building librarian or building principal, where they may obtain the "Request for Reconsideration of Library or Instructional Materials" form.
   1. All criticism shall be in writing (the "Request for Reconsideration" form). The complaint must be specific as to author, title, publisher and, when relevant, page numbers of items to which objection is being made.
   2. The statement shall be signed and identification given which will allow a proper reply to be made and filed with the office of the Director of Media and Materials at the Educational Service Center, 346 Second Avenue S.W.

B. Following the filing of a complaint, the Director of Media and Materials shall bring the material in question to the PTSA reconsideration Committee for re-evaluation. This committee shall recommend disposition to the Office of the Superintendent. The committee shall consist of:
   1. One or two teachers from the appropriate grade level and subject area;
   2. A school librarian;
   3. The Director of Media and Materials;
   4. Five members of the PTSA;
   5. Three senior high school students;
   6. Any other persons who might bring particular knowledge and competencies to bear on the specific complaint;

C. Virtually all material that is challenged belongs to one of five basic categories: Religion, Racism, Sexism, Ideology, Profanity and/or Obscenity. Policy regarding these areas is given below:
   1. Religion - Factual, unbiased material which represents all major religions shall be included in the library collections. Apologetic literature will not be favorably reviewed.
   2. Racism - Factual materials should present a diversity of race, custom, culture, and belief as a positive aspect of our nation's heritage and give candid treatment to unresolved intercultural problems in the United States, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect from any individual.
   3. Sexism - Factual materials should reflect a sensitivity to the needs and rights of men and women without preference or bias. All materials should respect the claim of each person to all traits we regard as human, not assign them arbitrarily according to preconceived notions of sex roles.

4. Ideologies - The libraries shall, with no thought toward swaying reader judgment, make available basic primary and factual material and information on the level of their reading public, on any ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, in government, current events, politics, education, or any other phase of life.
5. Profanity and Obscenity - Materials containing profanity shall be subjected to a test of literary merit and reality by the library and teachers who will take into consideration their reading public and community standards of morality. Material containing obscenity will not be favorably reviewed.
6. In all cases, the decisions shall be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, and whether the book (or other material) has literary or social value. Factual material (in all areas) shall be included in the library collection.

C. Circulation of challenged material shall not be restricted during reconsideration proceedings.

We are indebted to the following sources for information and criteria in the area of stereotyping:

1. NEA Guidelines for Treatment of Minorities and Women in Curriculum and Instructional Materials

2. Women on Words and Images
Princeton, New Jersey

3. Sexism in Education by Emma Willard
Task Force on Education
University Station
Minneapolis, Minnesota 55414

APPENDIX J

Checklists

A Survey of Counselor Attitudes Towards Women

by Patricia Englehard

A SURVEY OF COUNSELOR ATTITUDES TOWARDS WOMEN
Unpublished Colloquium Paper, University of Minnesota, 1968
by Patricia Englehard

ATTITUDE QUESTIONNAIRE

Note: This attitude questionnaire can be used as an evaluative tool for Human Service professionals. One way it might be helpful is to administer it to the class/group prior to beginning training in the area of sex-role stereotyping and after the completion of this unit. The difference in scores might be calculated to show changes in attitude which have occured as a result of training.

DIRECTIONS

Please read carefully

The following survey attempts to investigate counselor attitudes toward women. It consists of 68 statements. You are to react to each statement, indicating degree of support or non-support. The scale and its interpretation is as follows:

Strongly Disagree.- Indicates a concerned, strong, negative feeling about the statement.

Mildly Disagree - Indicates less concern, but a still negative feeling about the statement.

Equally Agree and Disagree -Indicates an ambivalent feeling about the statement, to which you cannot give direction.

Mildly Agree - Indicates less concern, but a still positive feeling about the statement.

Strongly Agree - Indicates a concerned, strong, positive feeling about the statement.

Approach the survey in a truthful and candid manner. Try not to qualify and make exceptions to the statements, but rather react quickly to them. Make only one choice per statement, using an X, and don't leave any blank.

SCORING DIRECTIONS
Attitude Questionnaire

If you would like to take the survey, you can hand score it by following the below procedure. There are five choices for each of the 68 items of which only one should be selected.

Items numbered 1, 2, 4, 7, 10, 12, 13, 15, 16, 18, 21, 24, 26, 27, 29, 30, 32, 35, 38, 40, 41, 43, 44, 46, 49, 52, 54, 55, 57, 58, 60, 61, 62, and 65 are the emergently stated items and should be given the following number of points for each of the five possible choices.

Strongly disagree	Mildly disagree	Equally agree and disagree	Mildly agree	Strongly agree
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.

Items numbered 3, 5, 6, 8, 9, 11, 14, 17, 19, 20, 22, 23, 25, 28, 31, 33, 34, 36, 37, 39, 42, 47, 48, 50, 51, 53, 56, 59, 63, 64, 66, 67, and 68 are the traditionally stated items and should be given the following number of points for each of the five possible choices.

Strongly disagree	Mildly disagree	Equally agree and disagree	Mildly agree	Strongly agree
5 pts.	4 pts.	3 pts.	2 pts.	1 pt.

Note that these items are scored backward.

The highest possible score that can be obtained on the questionnaire is 340 and would indicate an extremely emergent orientation toward woman's role. The lowest possible score is 68 and of course would be very traditional. Scores from 204 to 340 can be considered in the emergent direction and from 204 down to 68 in the traditional direction.

		Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
1. Nurturance and concern for others are equally important for men and women	1.	( )	( )	( )	( )	( )
2. In a mature marriage, the man's ego needn't feel threatened because his wife is a successful career woman.	2.	( )	( )	( )	( )	( )
3. A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home.	3.	( )	( )	( )	( )	( )
4. Any woman, married or single, should receive the same pay for a particular job as a man would.	4.	( )	( )	( )	( )	( )
5. A girl's college education is more often wasted than a boy's.	5.	( )	( )	( )	( )	( )
6. Women tend to respond emotionally, men by thinking.	6.	( )	( )	( )	( )	( )
7. The 1962 actions of dental and engineering societies, which have indicated that they would like more women to train for these professions, are beneficial recommendations.	7.	( )	( )	( )	( )	( )
8. Physical care of aging parents should more often be the daughter's responsibility.	8.	( )	( )	( )	( )	( )
9. Nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their husbands.	9.	( )	( )	( )	( )	( )
10. Doctors who tell distraught mothers to work part time or go to school are performing a valuable service.	10.	( )	( )	( )	( )	( )
11. There should be a sex advantage to boys, other things being equal, on the granting of graduate followships.	11.	( )	( )	( )	( )	( )
12. Women with ability should feel a responsibility for using their talents for the betterment of the human species.	12.	( )	( )	( )	( )	( )

	Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
13. The values and ideals held by women will have more impact on society if women are encouraged to get sufficient education and professional training.	13. ( )	( )	( )	( )	( )
14. Men are meant to lead, and women, except in extreme circumstances, to follow.	14. ( )	( )	( )	( )	( )
15. A married woman with pre-school age children is justified in working simply because she wants to.	15. ( )	( )	( )	( )	( )
16. True love for her family and an active concern for people are inseparable for a married woman.	16. ( )	( )	( )	( )	( )
17. Many emotional and adjustment problems in children are primarily due to working mothers.	17. ( )	( )	( )	( )	( )
18. Women should be granted maternity leaves from their jobs on the same basis as men are granted military leaves from theirs.	18. ( )	( )	( )	( )	( )
19. A woman should interrupt her college education to put her husband through school.	19. ( )	( )	( )	( )	( )
20. Choice of college is not as important for a girl as for a boy.	20. ( )	( )	( )	( )	( )
21. Many women have a responsibility to put their humanizing talents to work outside the home.	21. ( )	( )	( )	( )	( )
22. Marriage and children should take precedence over everything else in a married woman's life.	22. ( )	( )	( )	( )	( )
23. Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation.	23. ( )	( )	( )	( )	( )
24. Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school age boys.	24. ( )	( )	( )	( )	( )

		Strongly Disagree	Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
25. Women who work are taking jobs away from men.	25.	( )	( )	( )	( )	( )	( )
26. As a general rule, women tend to minimize their abilities.	26.	( )	( )	( )	( )	( )	( )
27. Courses in math and physics should be considered by more girls than are considering them today.	27.	( )	( )	( )	( )	( )	( )
28. Most women tend to lose their femininity when they perform jobs usually executed by men.	28.	( )	( )	( )	( )	( )	( )
29. The fact that her husband will have additional home responsibilities should not deter a married woman from working.	29.	( )	( )	( )	( )	( )	( )
30. The emphasis on beauty and desirability tend to encourage a premature marriage concern among our teen-aged girls.	30.	( )	( )	( )	( )	( )	( )
31. Mothers of children under three should not work either full or part time unless there is serious economic necessity for so doing.	31.	( )	( )	( )	( )	( )	( )
32. A school district is not justified in making the wife resign after marriage when both she and her husband have been teaching in that system.	32.	( )	( )	( )	( )	( )	( )
33. Going to college to get a husband can justifiably be the prime goal of a girl's college career.	33.	( )	( )	( )	( )	( )	( )
34. Less serious academic and career aims for girls should be understood and accepted by teachers working with girls.	34.	( )	( )	( )	( )	( )	( )
35. Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.	35.	( )	( )	( )	( )	( )	( )
36. Women should decorate and enhance their homes and leave the larger world to men.	36.	( )	( )	( )	( )	( )	( )

	Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
37. Love and charity begin in the home; therefore, women with children should stay in the home after marriage and not worry about extending their love and charity beyond.	( )	( )	( )	( )	( )
38. We need more good child-care facilities so that mothers who have a desire to work can do so without worry about the welfare of their children.	( )	( )	( )	( )	( )
39. A single woman should be hired over a married woman, even though the married woman has slightly higher qualifications.	( )	( )	( )	( )	( )
40. Sexually mixed, elective home economics classes and industrial arts classes would be a good idea.	( )	( )	( )	( )	( )
41. Elementary schools should expose girls to wider occupational horizons than the traditional picture of mother in the home that is found in elementary school text books.	( )	( )	( )	( )	( )
42. Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks.	( )	( )	( )	( )	( )
43. A choice between being a wife and mother and working full time is no longer necessary, as the two can be workably integrated.	( )	( )	( )	( )	( )
44. A wife's opinion should have the same bearing upon important decisions for the family as her husband's.	( )	( )	( )	( )	( )
45. Mother substitutes can hardly ever do as adequate a job rearing as the child's own mother.	( )	( )	( )	( )	( )
46. Women should be given advancement opportunities commensurate with their interest and ability, even if it means a man of slightly lower qualifications will be by-passed.	( )	( )	( )	( )	( )

		Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
47. "An insurance policy to be used only if needed," is a good way for a girl to view her college career preparation.	47.	( )	( )	( )	( )	( )
48. Marriage and children should be viewed as decidedly limiting factors in the career development of girls.	48.	( )	( )	( )	( )	( )
49. One of our greatest untapped resources of competent professionals, in many areas, is women.	49.	( )	( )	( )	( )	( )
50. Married women should not crave personal success, but instead be satisfied with their husbands' achievements.	50.	( )	( )	( )	( )	( )
51. A man should never be expected to do the dishes in other than emergency circumstances.	51.	( )	( )	( )	( )	( )
52. Women who graduate from college and work at least part time have children who are generally more independent.	52.	( )	( )	( )	( )	( )
53. School districts should refuse to hire married women as teachers.	53.	( )	( )	( )	( )	( )
54. Courses in the arts and romance languages should be considered by more boys than are considering them today.	54.	( )	( )	( )	( )	( )
55. Boys need to be educated so that they will be more cognizant of the broader role of today's women.	55.	( )	( )	( )	( )	( )
56. Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics.	56.	( )	( )	( )	( )	( )
57. A man can establish a beneficial relationship with his child by greater participation in the child's physical care.	57.	( )	( )	( )	( )	( )
58. A stimulating, interesting, non-dependent type of wife can be an asset to a marriage.	58.	( )	( )	( )	( )	( )
59. More than one caretaker is likely to be confusing to a year old child.	59.	( )	( )	( )	( )	( )

		(Strongly Disagree)	(Mildly Disagree)	(Equally Agree and Disagree)	(Mildly Agree)	(Strongly Agree)
60. The difficulties involved in women supervising men on jobs have been exaggerated.	60.	( )	( )	( )	( )	( )
61. With the exception of work involving considerable physical strength, there isn't an area of work today in which women couldn't make a major contribution.	61.	( )	( )	( )	( )	( )
62. Colleges would benefit by hiring more women staff members.	62.	( )	( )	( )	( )	( )
63. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.	63.	( )	( )	( )	( )	( )
64. Most men are happier if their wives are dependent and subservient.	64.	( )	( )	( )	( )	( )
65. Girls are overly protected in our culture.	65.	( )	( )	( )	( )	( )
66. Colleges and universities should continue to enforce the anti-nepotism rules by not permitting joint hiring of husband-wife teams, irrespective of qualifications.	66.	( )	( )	( )	( )	( )
67. Women should continue to enter the careers that they have traditionally entered, such as teaching, nursing, library work and social work; to the exclusion of more traditionally masculine pursuits, such as law and engineering.	67.	( )	( )	( )	( )	( )
68. A married woman with children at home should not become involved at the career level of work.	68.	( )	( )	( )	( )	( )

APPENDIX J

Checklists

Evaluating Sexism in Your School

National Education Association

An outline for a Study
of Sex Role Stereotypes
in Schools

NEA Conference
Sex Role Stereotypes
Teacher Right's Section
National Education Association

EVALUATING SEXISM IN YOUR SCHOOL

I. Census of the School Population

Board of Education

How many members are men? _____
How many members are women? _____
How many officers are men? _____
How many officers are women? _____

Superintendent's Office

How many personnel are women? _____
How many personnel are men? _____
How many non-administrators are women? _____
How many non-administrators are men? _____

Schools

How many teachers are women? _____
How many teachers are men? _____
How many administrators are women? _____
How many administrators are men? _____
How many supervisory personnel are women? _____
How many supervisory personnel are men? _____
How many non-teaching*staff are women? _____
How many non-teaching*staff are men? _____

Are the statistics compiled satisfactory to you? Yes___ No___

What specific actions are needed to meet your perception of needs?

What, if any, actions are being taken?

II. Curriculum

1. Are playground groups sex-segrated? (By regulation) Yes___ No___

*Non-teaching includes secretaries, clerks, teacher aides, maintenance staff, etc. (By choice)

2. Are elementary school classroom groups or activities sex-segregated?
   --Reading groups? Yes____ No____
   --Interest groups? Yes____ No____
   --Math groups? Yes____ No____
   Physical Education? Yes____ No____
   Other reasons? Yes____ No____

3. Are high school courses segregated?
   --Home Economics? Yes____ No____
   --Business? Yes____ No____
   --Industrial Arts? Yes____ No____
   --Physical Education? Yes____ No____
   By regulation? Yes____ No____
   Is encouragement provided for students to exercise their personal choice. Yes____ No____

4. Are competitive sports for girls available? Yes____ No____

   Are girls encouraged to participate? Yes____ No____

5. Are the arts such as drama, musical and dance activities offered?
   --For boys? Yes____ No____
   --For girls? Yes____ No____

6. What arts and crafts activities are offered?
   --For boys? _____
   --For girls? _____

7. Has a study been made of the degree to which instructional materials perpetuate sex role stereotypes? Yes____ No____

8. Do social science and history courses include the contributions and roles of women in society? Yes____ No____

9. Do literature courses include women writers? Yes____ No____

10. Are health and sex education included in the curriculum? Yes____ No____
    --Are topics such as birth control, venereal disease and abortion included in the content? Yes____ No____
    --Is the human reproductive system included in science courses? Yes____ No____
    --At what grade level? Yes____ No____

11. Do graphics, pictures, and other audio-visuals present men at home in the child-caring roles? Yes____ No____
--Cooking roles? Yes____ No____
--Cleaning roles? Yes____ No____

12. Do graphics, pictures and other audio-visual materials present women in other than child-caring roles? Yes____ No____
--Other than cooking roles? Yes____ No____
--Other than cleaning roles? Yes____ No____

13. Are women presented in occupational roles other than the home? Yes____ No____
--Other than nursing? Yes____ No____
--Other than secretary? Yes____ No____
--Other than clerk? Yes____ No____

14. Are courses in woman's studies included in the curriculum? Yes____ No____
--Middle School? Yes____ No____
--Senior High School? Yes____ No____

III. Curriculum Development

1. Have members of the curriculum development staff developed curriculum which avoids negative sex role stereotypes? Yes____ No____

2. Have curriculum development staff and teachers identified resources to assist in developing such curriculum? Yes____ No____

II. In-Service Training

1. Have provisions been make for staff to obtain information regarding sex role stereotypes and their implications throughout the school system? Yes____ No____

2. Have privisions been made for men and women to obtain special training for supervisory and management positions? If so, do women actively participate in them? Yes____ No____

V. School Personnel

1. Are classroom activities assigned on the basis of sex? Yes___ No___

2. Are instructional and recreational games assigned on the basis of sex? Yes___ No___

3. Do teachers use different methods of reward and punishment for girls and boys? Yes___ No___

4. Does the principal use different methods of reward and punishment for girls and boys? Yes___ No___

5. Do teachers describe and prescribe behavior on the basis of sex e.g. "Why don't you girls bake cookies?" "Girls don't push and shove." Yes___ No___

6. Do teachers have different expectations for boys and girls? e.g. grades, passivity, discipline problems. Yes___ No___

7. Are counselors available for all students at the student's request? Yes___ No___

8. Are boys or girls referred to the counselors more often? Yes___ No___

9. Are problems other than disruptive behavior referred to the counselors? Yes___ No___

10. Is the school using career materials which do not track boys and girls into careers by sex? Yes___ No___

11. Do school counselors describe or prescribe career opportunities by sex? e.g. girls with science interests are counseled into nursing and boys into medical schools. Yes___ No___

12. Do school counselors differentiate college recommendations on the basis of sex? e.g. girls go to business school and perhaps to college later. Yes___ No___

13. Are course offerings recommended on the basis of sex? e.g. math courses for boys, vocational courses for boys, home economics for girls. Yes___ No___

14. Are students encouraged to examine their course preferences and explore the advantages and disadvantages including factors other than traditional role expectations based on sex? Yes____ No____

VI. School Budget

1. What funds are allocated for the development of new areas of the curriculum including women's history and supplementary materials for correcting sex role stereotypes? _____ _____ _____ _____

2. What is the total expenditure for physical education?
   --What amount for boys? _____
   --What amount for girls? _____

3. Has an analysis of administrative and teacher salaries been made? For:
   --Male administrators? Yes____ No____
   --Female administrators? Yes____ No____
   --Male teachers? Yes____ No____
   --Female teachers? Yes____ No____

4. Has an analysis of payments for extra assignments been made for men and women in:
   --Off-duty activities such as field trips? Yes____ No____
   --Supervision of sports events? Yes____ No____
   --Supervision of plays? Yes____ No____
   --Supervision of musical events? Yes____ No____

5. Has an analysis of fringe benefits been made for males and females on the following bases?
   --Retirement plans? Yes____ No____
   --Maternity leave--family leave? Yes____ No____
   --Insurance? Yes____ No____
   --Sabbatical and training opportunities? Yes____ No____

6. Has an analysis of career promotion practices and opportunities been made for males and females? Yes____ No____
   --Number of years service before promotion? _____
   --Position occupied before promotion? _____

APPENDIX J

Checklists

Checklist for Analyzing A School Library

Pennsylvania Department of Education

From Self-Study Guide to Sexism in Schools, Education Committee of Pennsylvanians for Womens Rights, Pennsylvania Department of Education.
(Permission is granted to reprint this material)

CHECKLIST FOR ANALYZING A SCHOOL LIBRARY

Yes No

___ ___ 1. Books and/or library sections are not designated as *for girls* or *for boys*.

___ ___ 2. The library includes materials which discuss psychology, sociology, economics, political science, and history from feminist viewpoints.

___ ___ 3. The library includes a significant number of biographies and autobiographies by and about women.

___ ___ 4. The library includes materials which portray women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations.

___ ___ 5. Library displays include feminist subjects.

___ ___ 6. Library displays depict women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations.

___ ___ 7. Procedures and criteria for selecting library materials include evaluation for sexism.

___ ___ 8. The library subscribes to and makes readily available feminist periodicals and publications.

___ ___ 9. Materials on career choices offer a wide variety of options for both girls and boys. They do not suggest that certain careers are *for girls* and others *for boys*.

___ ___ 10. A brief examination of selected items in the library indicates that they meet the standards for nonsexist instructional materials.

APPENDIX J

Checklists

Checklist For Evaluating Sexism in Curriculum Materials

Women on Words and Images

From: Women on Words and Images, P.O. Box 2163, Princeton, New Jersey 08540.
Authors of Dick and Jane as Victims: Sex Stereotyping in Children's Readers
Expanded 1975 version - $2.00 per copy.

GUIDELINES FOR NON-SEXIST EDUCATION

Most textbooks used in schools today are sexist. While these texts are directly concerned with the instruction of skills and the imparting of knowledge in various subject areas, they are indirectly expressing the attitudes and values of society. It is important that everyone dealing with children become aware of restrictive, narrow, sexist attitudes portrayed in the majority of school curriculum materials.

CHECKLIST FOR EVALUATIVE SEXISM IN CURRICULUM MATERIALS – The following guidelines may be used to examine individual books for sexism:

	Male	Female
1. Number of stories where main character is	_____	_____
2. Number of illustrations	_____	_____
3. Number of times children are shown:		
a. in active play	_____	_____
b. using initiative	_____	_____
c. independent	_____	_____
d. solving problems	_____	_____
e. earning money	_____	_____
f. receiving recognition	_____	_____
g. being inventive	_____	_____
h. involved in sports	_____	_____
i. being passive	_____	_____
j. fearful	_____	_____
k. helpless	_____	_____
l. receiving help	_____	_____
m. in quiet play	_____	_____
4. Number of times adults are shown:		
a. in different occupations	_____	_____
b. playing with children	_____	_____
c. taking children on outings	_____	_____
d. teaching skills	_____	_____
e. showing tenderness	_____	_____
f. scolding children	_____	_____
g. biographically	_____	_____

OTHER CONSIDERATIONS – When examining books or curriculum materials, these additional questions need to be considered:

1. Are boys allowed to show emotion?
2. Are boys and girls portrayed with a range of human responses – e.g. fear, anger, aggression, excitement and tenderness?
3. Are there derogatory comments directed at women and girls?
4. Are mothers shown in roles other than housework or child rearing?
5. Are mothers employed outside the home? ... in a wide range of occupations or only stereotypical ones?
6. Are fathers shown in roles other than going to work or doing traditional chores?
7. Are all members of the family involved in household tasks?
8. Are boys and girls participating equally in physical and intellectual activities?
9. Are both boys and girls developing independent lives, independently meeting challenges and finding their own solutions?
10. Are there any stories about one-parent families? ... families without children? ... are babysitters and day-care centers shown?

11. Are only girls rewarded for their looks or given "grooming" instructions?
12. Are there one or two bright examples of equal sex treatment in materials which are fundamentally dominated by male role models?
13. Are generic "he" and masculine pronouns used to represent all people e.g. "mankind", "fireman" and "mailman"?
14. Is family responsibility assumed to be the domain of females while males assume a breadwinner position?
15. Are the changing roles of men and women discussed?

CLASSROOM PRACTICES – Awareness of the existence of sexism in all curriculum materials is important. In addition, attitudes and practices of teachers in the classroom influence students' impressions of what is expected of them. The following are examples of classroom practices which are detrimental to the full development of every child.

1. Attendance taken by sex
2. Classroom tasks assigned by sex
3. Classroom activities different for each sex
4. Different extracurricular activities for each sex
5. Different expectations for each sex academically and socially
6. Differing expectations of acceptable (unacceptable) behavior for each sex
7. Differing treatment of acceptable (unacceptable) behavior for each sex

CLASSROOM ACTIVITIES – The following specific activities are suggested to sharpen the student's perceptions of stereotypes:

1. Discuss the limiting aspects of stereotyping
2. Have students reverse roles
3. Have students point out stereotypes in their own books
4. Have students discuss stereotypes in television shows
5. Have students discuss "what they want to be" and assist them in identifying any sex role socialization as the basis for their aspirations
6. Set up displays on non-traditional jobs for males and females
7. Set up displays emphasizing the role women play in sports
8. Set up displays showing males in nurturing roles
9. Use non-sexist bibliographies for choosing books
10. Have a wide range of biographies of both men and women available in the classroom

APPENDIX K

Instructional Materials: A Self Study Guide

Pennsylvania Department of Education

From: Self-Study Guide to Sexism in Schools, Education Committee of Pennsylvanians for Womens Rights, Pennsylvania Department of Education.
(Permission to reprint granted)

III. INSTRUCTIONAL MATERIALS

In the Introduction to this manual, we noted the role of the school in the development of students' self-images and attitudes toward others. This influence is felt especially in the school's instructional materials; the books, films, tapes, records and television programming used in classrooms. What we see, hear and read about people in school is in large part what we acknowledge to be true.

The power of instructional materials to shape attitudes is particularly strong and direct in the early and middle grades, when they constitute much of the student's information about the world. But the influence is still there in high school and in college. As is the case with the curriculum, the material contained in textbooks represents--at least by inference--both the kind of learning and the particular content that has the institutional stamp of approval. By consequence, it is again the knowledge that is easiest for a student to acquire. Moreover, it is not unfair to assert that textbooks sometimes determine curriculum, and that what is covered in the text ends up being what the school in fact teaches.

The direct implication is that it is critically important for the materials used in schools to foster a sense of personal worth and dignity and a respect for the abilities and rights of *all* people--of all races, of all ethnic backgrounds, and of both sexes.

An examination of instructional materials is convenient because it provides a project with a clear and tangible focus. It may be helpful to follow these steps:

1. Examine both the procedure and the criteria for selecting new instructional materials. A lot of time and energy can be saved later if the consideration of sexism is made a part of initial textbook selection.

2. Take some time at the outset to consider alternatives should the examination discover sexist materials. How soon could such materials reasonably be discontinued? What could be done in the meantime to offset their influence?*

3. Begin by evaluating only selected materials, preferably those in widest use or those about to be adopted.

* * *

Sexism in learning materials may take many forms and, because most of us have always used textbooks that sex stereotyped men and women, it may at first be difficult to identify. In general, a book (film, tape, etc) about which any of the following is true is sex-biased:

1. Personality traits, aspirations, abilities, vocations are identified with sex.

2. *Most* women (girls) are characterized as weak, passive, irrational, fearful, self-effacing, artistic, untrustworthy, devoted, domestic.

3. *Most* men (boys) are characterized as strong, competitive, assertive, objective, practical, independent. They work outside of the home.

4. Little space and/or serious attention is given to women's accomplishments *in a wide variety of fields*.

*One alternative exists in the school library and is discussed in that section of this document.

It is worth pausing to emphasize the word *most*: The goal is not to portray all women as bold and aggressive, or all men as timid and self-effacing. The important point is that such traits should not be associated with sex at all. Some *people* are bold while other *people* are timid. Instructional materials should not show a pattern of linking such individual characteristics with groups defined on the basis of sex.

* * *

At the end of this section is a checklist for analyzing instructional materials. This particular list is designed for elementary readers. However, since the general concepts apply to all kinds of instructional materials, it can readily be adapted to suit any curricular area at any educational level. The following additional criteria may be helpful in making adaptations. These are traits of *non*sexist materials:

PICTURE BOOKS –

1. The female figure is shown to be equally as competent as the male figure.
2. The female figure is shown as frequently as the male figure.
3. The female and male figures engage equally in activities. Examples: *"All the children ran," "All the children washed the dishes."*
4. Females are shown in a variety of occupations.
5. Stereotypes of family roles are avoided. Examples: The mother sometimes works outside of the home, while the father works in the home.
6. Female figures are proud and happy to be females.
7. Male figures are shown with emotions appropriate to the situation. Example: Fathers show tenderness toward children.

LANGUAGE ARTS –

Readers:

1. Girls are depicted as often as boys, women as often as men.
2. Females' roles are as varied as males' roles.
3. Females face and solve their own problems.
4. Females' accomplishments, not their clothing or features, are emphasized.
5. Derogatory references (*tomboy, sissy, old maid*) are omitted.
6. Biographies of women (beyond mere tokenism) are included.

Anthologies:

1. Selections by and about women are included.
2. Biographical headnotes on authors do not imply that women write *intuitively* while men are *conscious artists.*
3. Background materials discuss the position of women in the society of the era, attitudes toward women writers, and the social, political, and economic implications of literary conventions regarding women.

Language Texts:

1. Stereotyping (such as associating women with the kitchen and men with business) is avoided in introducing vocabulary units.
2. Assumptions about women inherent in the language are discussed. Example: *masculine* and *feminine.*
3. Constant listing of the feminine pronoun in a secondary position (such as *he and she* and *he, she, it*) is avoided. (An alternative is to list them alphabetically: he/she, her/his.)

SOCIAL STUDIES –

History

1. The roles of women are treated equally with the roles of men. They are given equal attention and equal importance is attached to them.

2. Women are depicted in a variety of roles.
3. Women in nonstereotyped roles (such as politician and labor leader) are treated sympathetically and seriously, not as laughable oddities.
4. The women's movement is discussed as a serious and continuing struggle, not one that ended with the right to vote.
5. Subsuming terminology (such as *"the pioneers and their wives"* and *"the settlers and their wives and children"*) which suggests that women were not pioneers and settlers is avoided.
6. The exclusive use of *man* or *men* or *mankind* for *people* is avoided.

Sociology and Psychology:

1. The process of social conditioning is described in such a way as to make it clear that *masculine* and *feminine* are socially defined concepts that vary from culture to culture.
2. Non-freudian studies of female psychology by feminist psychologists and psychiatrists are included.
3. Courses and units on marriage and the family should be expanded to present a variety of lifestyles (such as single adult living).
4. Courses and units on human development stress individual growth, not adjustment to a statistical norm.
5. Divorce, illegitimacy, juvenile delinquency and prostitution are treated as problems of the whole society. It is not suggested that these are problems created or increased by the emancipation of women.
6. The text indicates that a division of labor based on physical differences ceases to be essential in an automated, mechanized society.

Economics:

1. Information on women in the labor market is included.
2. The problem of sex discrimination is discussed.
3. The subject of women and property laws, and the effect of marriage on a woman's property rights, is discussed.
4. Woman is examined as a consumer, including methods of manipulation by the media.
5. The positions of women under different economic systems are examined.
6. Sex stereotyping (such as having women concern themselves with the household budget and men with the stock market) is avoided.

Political Science:

1. The legal status of women is discussed.
2. The under-representation of women in all levels of government is discussed.
3. Government and policy-making are treated as appropriate vocations for both men and women.

ARITHMETIC AND MATHEMATICS –

1. Examples should be drawn from all aspects of life. Boys and girls depicted in examples should not be sex stereotypes (e.g., *boys* as well as girls should bake cookies and *girls* as well as boys should build club houses).

2. Suggestions that women are incompetent in mathematics (such as *"Jane's way"* and *"John's way"* to depict the long and short method, the wrong and right way) are avoided.

HOME ECONOMICS/INDUSTRIAL ARTS –

1. All areas of practical information for personal survival (from cooking and sewing to the use of simple tools and auto repair) are described to facilitate the movement away from sex-segregated courses.

2. Suggestions that certain kinds of work are for women, others for men, are avoided.

FINE ARTS -

1. Achievements of women and men are discussed with equal attention and seriousness, and research is encouraged.
2. The text does not suggest that participation in certain of the arts indicates sexual abnormality (such as the ballet for men).
3. Artistic conventions regarding women are discussed.
4. Discussions do not suggest that women excelling in the arts do so because they are naturally more subjective and intuitive and, therefore, artistic in some respects.
5. Art history texts discuss domestic crafts as important contributions.

SEX EDUCATION -

1. Depending on the age level, the text includes some or all of the following subjects:

   -equality as the necessary basis for a love relationship
   -the social and political implications of the double standard
   -sex, reproduction and parental responsibility
   -birth control methods and reliability
   -a definition of sexuality in non-Freudian, nonstereotyped terms

NATURAL AND PHYSICAL SCIENCES -

1. The discoveries and achievements of women are discussed with equal seriousness and attention as those of men. Example: Madam Curie is shown as someone more than her husband's assistant.
2. Problems and/or discussion questions avoid sex stereotyping, and illustrations show girls working out science problems as often as boys.

APPENDIX L

Curriculum Guidelines on Subject Matter Areas

Minnesota Department of Education

Reprinted with permission of Minnesota State Department of Education
from Report of Minnesota Sex-Bias Task Force.

Appendix

Curriculum Guidelines on Subject Matter Areas

Included in this section are specific suggestions of changes that could be included in the subject areas listed which would help eliminate sex bias.

I. Career Development concepts should be integrated throughout the curriculum and should be free of sex bias. Individual choices should be emphasized. This includes:

1. Development of an instrument for assessment of individual needs and choices with relationship to particular aspiration levels, and exploration of careers without regard to sex.

2. Presentation of career information as an integral part of the total instructional program, K through 12, and not just a separate course on careers.

II. Consumer, Family Life and Health concepts should be taught to both females and males along with emphasis on individual development and selection of dual roles and multi-roles in society. Health concepts should include physical and emotional health. This includes:

1. Discussion of girls' and boys' attitudes toward their own sex and each other, including the double standard of sexual behavior.

2. Critical evaluation of dating mores and the concept of woman's role that underlies them.

3. Information and discussion on family planning.

4. Discussion of marriage, its role in our society, and the student's personal expectations.

5. Discussion of present family roles and the division of labor: Is it fair?

6. Discussion of other forms of family or non-familial organizations beside the family.

7. Elimination of Freudian bias and assumptions made about the female (e.g. women's passive nature; mental health in the female equals acceptance of her inferior position; etc.).

8. A positive approach towards psychotherapy: recognition of psychotherapy as a treatment for minor as well as serious problems, recognition that the need for psycho-therapy is not exclusive to women. Discussion of psycho-theraputic practices which steer people into stereotyped roles.

9. Institution of a course in basic skills for survival: simple cooking, food nutrition, household maintenance, care of the body and maintenance of good health, and auto mechanics. This should be a continuous program, beginning in the primary grades.

10. Thorough discussion of venereal disease with emphasis on the responsibility of both females and males in preventing it and checking its spread.

11. Discussion of the different reasons that females and males turn to the use of drugs and alcohol.

III. Literature: Action should be taken to assure positive reference to both sexes and removal of sexist language. This includes:

1. Discussion of feminist literature--past and present.

2. Investigation of literature for evidence of a misogynistic tradition.

3. Exploration of the double standard of literary criticism. (The evaluation of George Eliot's and the Bronte sisters' work was revised when it was discovered that they were female).

4. In literary history, recognition of the contributions of women: the part women played in evolving the novel form.

5. Addition to reading lists of literature written by women, as literature, not as "women's books" and of books which portray women as complete, mature, intelligent human beings.

IV. Mathematics: Because mathematics has been considered a male domain, female students should be encouraged to study mathematics and develop mathematical skills. This includes:

1. Expectations for performance in this area should be the same for females and males.

2. Replacement of sex biased materials with bias free material. For example, word problems show girls almost always doing passive things: measuring yardage, sewing, cooking and boys nearly always doing active things: running, jumping, playing baseball. Word problems should represent a variety of activities (both active and passive) for both girls and boys. Elementary texts whose pictures of sets show stereotyped roles: all doctors are male, all nurses female, etc.

3. Encouragement of girls at an early age to manipulate objects, thus laying the conceptual foundation for success in such areas as geometry at a later age.

V. Physical Education: Programs should concentrate on enjoyment of and proficiency in "life time" sports or activities which accomplish goals other than winning. Programs should include aspects which will counteract any individual sense of passivity or physical subjugation based on sex or size. This includes:

1. Organization of co-ed teams unless the instructors can justify otherwise. Copies of the justification will be made available to the public.

2. Maintenance of a balance of female and male instructors.

VI. Science: Because science has been considered a male domain, female students should be encouraged to study science. This includes:

1. Expectations for performance in this area should be the same for females and males.

2. Attention must be directed to the widely held assumption that only what happened to the male of the species was important in the process of evolution. Consideration of alternate views such as Elaine Morgan's Descent of Woman.

3. Recognition of the regularly overlooked contributions that women have made to science: for example, Rosalind Franklin's contribution to Watson and Crik's Nobel-prize winning work on the d.n.a. molecule, and Helen Tausig's work in designing the operation to correct the defective heart valve found in "blue babies."

VII. Social Studies concepts should emphasize the changing and alternative roles of women and men. The role of institutions in our society should be explored. This includes:

1. Consideration of women in all history courses. The Grimke sisters and Sojourner Truth should be as well known as William Lloyd Garrison and Frederick Douglass.

2. More emphasis on "domestic" or "cultural" history and less on military and political history.

3. Study of practices, laws and institutions that have kept women in an inferior position, women's attempts to overcome them, and recent changes that have been made.

4. Study of prehistoric societies and cultures that give examples of sex roles very different from that of Western patriarchal traditions.

5. Anthropological investigations of the development of male supremacy.

6. Discussion of sexism and its effect on people.

7. Study of the sex-role socialization process. Discussion of students' own attitudes about "proper" behavior for females and males.

8. Rational, knowledgeable discussion of the women's liberation movement.

9. An end to generalizations about "man's" nature, behavior, etc. that assume that the norm is male.

VIII. Women's Studies: It is important to recognize that women's studies courses are needed to remedy the neglect and distortion of women in our culture. * This includes:

1. Initiation of a women's studies program. This can be done as a separate course or as a unit or minicourse within an established course of study (e.g. in history, biology, political science).

2. Concentration on areas in which the contributions of women have been excluded or misrepresented (often held up to ridicule) and an attempt to counteract the view that women are inferior, less competent, etc. Such courses as "Women in American History," "Women and Madness," and "Women in the Labor Force: Blue Collar, White Collar, and the Vast Number of Unpaid Workers called 'Non-Working Mothers'" would be useful to fill this need.

* Note: Such courses are meant to be temporary, i.e. until women are accorded status as equal human beings throughout the curriculum.

APPENDIX M

"Sex Role Stereotyping in the Schools:
An Annotated Bibliography and Additional
Resources"

by Barbara Roberts

Wisconsin Department of Public Instruction
State Superintendent's Advisory Task Force on Freedom for Individual Development
Sex Role Stereotyping Sub-Task Force

SEX ROLE STEREOTYPING IN THE SCHOOLS: AN ANNOTATED BIBLIOGRAPHY AND ADDITIONAL RESOURCES

by

Barbara Roberts
Sixth Grade Teacher, Horace Mann Middle School
Wausau Public Schools

A wide variety of resources is listed here as an aid to local school districts in further investigating sex role stereotyping, although the list is not exhaustive and new pieces are coming out constantly. This list does not include many excellent articles in the professional education journals.

The Department of Public Instruction may have some of the items listed available on loan.

This bibliography is grouped for convenience as listed below.

Sections

1. Sex Role Stereotyping in Society

2. Sex Role Stereotyping in Schools
   A. Books, Articles and Reports
   B. Studies by State Departments of Education and School Districts

3. Guidelines for Instructional Materials

4. Guidelines for Curriculum Development

5. Materials for Student Use in Classroom

6. Women's Studies Courses for High School Students

7. Counseling and Guidance Materials

8. Materials for In-Service Programs

9. Audio-visual Materials
   A. For Primary Students
   B. For Junior High and High School Students
   C. For In-Service Programs

10. Speakers, Panelists and Resource People

11. Useful Addresses

I. SEX ROLE STEREOTYPING IN SOCIETY

Amundsen, Kirsten. The Silenced Majority: Women and American Democracy. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.
Amundsen, a political scientist, deals with society and the institutions that perpetuate the myths that are prevalent in our society. The contradiction between democratic idealism and sex role stereotyping is studied. The last chapter discusses the future for a liberated society.

Brenton, Myron. The American Male. New York: Coward-McCann, Inc, 1966.
Chapter headings include: "The Male in Crisis," "The Masculinity Trap," "Notes on the 'Feminization' of Society," "Back to the Good Old Days," "The Patriarchal Myth," "The Paradox of the Contemporary American Father," "Potency and the Sexual Revolution" and "New Ways to Manliness."

Farrell, Warren. The Liberated Man: Beyond Masculinity: Freeing Men and Their Relationships with Women. New York: Random House, 1974.
Farrell's thesis is that the "masculine" stereotyping is as much a burden to males as "feminine" stereotyping is to females.

Friedan, Betty. The Feminine Mystique. New York: W. W. Norton and Company, Inc., 1963.
This classic of the 60's is said to be the catalyst for the new feminist movement. The myth, or mystique, that woman's place is in the home as the passive, dependent wife and mother, has been responsible for undermining the potential for women, has stopped their growth, has kept them from realizing their mature identity is Friedan's thesis. Her study of American society is thorough. She opens up the myth for a clinical inspection and suggests ways women and society can overcome the problems.

Greene, Thayer A. Modern Man in Search of Manhood. New York: Association Press, 1967.
This book is written about men roughly between the ages of eighteen and thirty who are trying to find meaning and direction in their lives, but it pertains to all persons. Greene explores the attributes of men and what is masculinity. It is similar to Friedan's The Feminine Mystique in that it questions masculine identity and society's limitations.

Herschberger, Ruth. Adam's Rib. New York: Harper & Row, Publishers, Inc., 1970. (paperback)
This book, first published in 1948, analyzes some of the anti-feminine, sex role stereotyping that was, and still is, passed off as scientific.

Janeway, Elizabeth. Man's World, Woman's Place. New York; Wm. Morrow and Co., 1971. (Dell publisher of paperback)
Janeway examines the cliche, "Woman's place is in the home," why it is so strong, and what happens to the social organization when some part of a mythological pattern is transformed.

Maccoby, Eleanor, and Carol Jacklin. The Psychology of Sex Differences. Palo Alto: Stanford University Press, 1974.
This study outlines the research findings of the last ten years on how sex differentiation appea , or occasionally disappears, in the course of the life cycle. The topics covered are behavioral in nature, covering intellect and achievement, social behavior, and the origins of psychological sex differences.

Stoll, Clarice Stasz, (ed.). Sexism: Scientific Debates. Reading, Mass.: Palo Alto: Addison-Wesley Publising Company, 1973.
This anthology exploring the sociology of sex roles examines what the labels "female" and "male" mean for the individual and the effects these distinctions have on societies.

Unbecoming Men. Times Change Press, Penwell Road, Washington, New Jersey 07882. $1.35.
This booklet was written by a group of men about the socialization of boys. It should help in understanding how they are reared to be men in our American society.

2. SEX ROLE STEREOTYPING IN SCHOOLS

A. BOOKS ARTICLES, AND REPORTS

American Association of School Administrators. Sex Equality in School. Volume V. AASA Executive Handbook Series. (April 1975). Order from AASA, 1801 North Moore Street, Arlington, VA 22209.
This report from the AASA Advisory Commission on Sex Equality in Education deals with organizational procedures in the school which tend to channel girls and boys into different programs.

Association of American Colleges. What Constitutes Equality for Women in Sport?...Federal Law Puts Women in the Running. Prepared by the Project on the Status of Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington DC 20009.
This report is on the effect of Federal laws on sports.

Bereaus, Susan, et al. (eds.). And Jill Came Tumbling After: Sexism in American Education. New York: Dell Publishing Co., Inc., 1974. (paperback)
An anthology of essays on sexism in American education from preschool to the university. It includes a very thorough introduction to the subject of the restrictive nature of sex role stereotyping. 461 pp.

Center for Law and Education. Inequality in Education: Sex Discrimination, Number 18. Cambridge: Harvard University, (October 1974).
Order from Center for Law and Education, Harvard University, Larsen Hall, 14 Appian Way, Cambridge MA 02137. Back Issues $1.50 each.
The Center is primarily concerned with the legal issues. The articles are on "Sexism in Public Education: Litigation Issues", "Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972," "Chapter 622: One State's Mandate," "Kalamazoo: A Model for Change," and "Judicial Standards for Determining Sex Discrimination."

Colloquy, Vol. 6 No. 9 (November 1973), United Church Press.
Order from Circulation Department, 1505 Race Street, Philadelphia PA 19102. Single copy 60¢.
The entire issue of the magazine is about sex role stereotyping in school and society. The articles cover all areas including tools to evaluate your schools.

Committee to Eliminate Sex Discrimination in the Public Schools and The Discrimination in Education Committee of the National Organization for Women (Ann Arbor Chapter). An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools. (March 1972) (Revised summer 1974) 16pp.
Order from Joyce Borkin, Ann Arbor NOW, 1546 Packard, Ann Arbor, Michigan 48104. Price $1.00 each; 25¢ for each additional copy mailed to the same address.
This action proposal came after the study of the Ann Arbor Public School system by Marcia Federbush. (see item below)

Emma Willard Task Force on Education. Sexism in Education, Third Edition. (September 25, 1972). Price $3.50 87 pp.
Order from Box 14229, Minneapolis MN 55414.
This compilation of materials relating to sexism in education includes articles examining the problems, proposals for change, classroom materials, and resource lists and an extensive bibliography.

Federbush, Marcia. Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools. 1971.
Order from Marcia Federbush, 1000 Cedar Bend Drive, Ann Arbor MI 48105, or from KNOW, Inc. price $2.00.
This is a thorough study of Ann Arbor's public school system documenting sexist practices and recommending changes.

Frazier, Nancy, and Myra Sadker. Sexism in School and Society. New York: Harper & Row, Publishers, Inc., 1973. (paperback)
This book is part of a series called "Critical Issues in Education." The focus is on sexism, why it is harmful, the possibility of change, and how educators can effect changes in attitude for themselves and the students.

Gander, Mary J. Feminine & Masculine Role Stereotyping in Physical Education & Competitive Sports. 1974. Produced by the University of Wisconsin-Extension, Center for Extension Programs in Education, Room 228, 610 Langdon Street, Madison WI 53706. Price $2.00.
The developmental aspects of the sexes and sex roles, both physically and socially, are analyzed. Physical education programs in the elementary, junior and senior high schools are discussed with suggestions for equalizing such programs.

Gersoni-Stavn, Diane. (compiled by). Sexism and Youth. New York & London: R. R. Bowker Company, 1974.
This anthology provides in one convenient source major analytical essays, personal reminiscences, community studies, government reports, and resource lists. It includes analysis of children's literature, films, toys and games-areas that tend to reinforce sex role stereotyping.

"Girls--and What They Want From School Sports." American School Board Journal, Vol. 162, No. 6 (June 1975). American School Board Journal, 800 State Street, National Bank Plaza, Evanston, IL 60201.

MacEwan, Phyllis Taube. Liberating Young Children from Sex Roles. Somerville MA: New England Free Press, 1972. 22 pp.
Order from New England Free Press, 60 Union Square, Somerville MA 02143. Price 30¢.
This booklet deals with the pre-school child and illustrates ways in which nursery school and day-care personnel can aid in eliminating sex role stereotyping from their programs.

National Education Association. Nonsexist Education for Survival. Washington DC: NEA, 1973. 30 pp.
Order from NEA, 1201 Sixteenth Street, N.W. 20036.
A collection of addresses, essays, lectures analyzing sexism in schools.

National Education Association. Sex Role Stereotyping in the Schools. Washington DC: NEA, 1973. (paperback) 65 pp.
A collection of articles on sex role socialization in schools including guidance, athletics, curriculum, classroom practices, and changing the school environment. The latter has some pertinent suggestions on ways to change.

Phi Delta Kappan. Vol. LV No 2. (October 1973) Order from Phi Delta Kappa, Inc., 8th and Union, Bloomington IN 47401.
Price for single copy $1.00.
This special issue is devoted to the subject of sexism and the educational implications.

"School Girls." American School Board Journal, Vol. 160, No 9 (September 1973).

"Trouble Ahead if You Discriminate in Sports," American School Board Journal, Vol. 160, No 9 (September 1973).

University of Wisconsin-Extension. Sex Typing in the Schools. A transcription of a six-session, noncredit course offered in Madison and statewide on the Educational Telephone Network; February 14, 28, March 14, 28, April 11, 25, 1973. Order from University of Wisconsin-Extension. (see address above under Gander).
Subjects include sex typing in elementary and secondary schools, consequences of sex role stereotyping in physical education, interscholastic sports, health education, literature, history, mathematics, counseling and guidance, and what is being done in Madison schools.

University of Wisconsin-Extension. Growing Up Liberated.
Transcription of four-session noncredit course offered in Madison and statewide on the Educational Telephone Network. Order from Women's Education Resources, 428 Lowell Hall, 610 Langdon St., Madison, WI 53706. Price $2.00.
Two of the sessions deal entirely with the experiences of teachers and students at all grade levels.

Today's Education, Vol. 61, No 9 (December 1972). National Education Association, 20-31. Reprints available from Shirley McCune, Center for Human Relations, NEA. (see address above).
These series of articles cover sex role stereotyping and the elementary school, the teacher, administrator, legal remedies, and feminist studies in high school, plus a bibliography.

"What the New Anti-Sex Bias Rules Mean For Schools." American School Board Journal, Vol. 161, No 8 (August 1974).

B. STUDIES BY STATE DEPARTMENTS OF EDUCATION AND SCHOOL DISTRICTS

The Citizen's Advisory Committee on Educational Opportunities for Girls and Boys. Sex Inequality in Lexington's Schools. (January 1975) 62 pp.
Order from Mr. Richard H. Barnes, Lexington Public Schools, 1557 Massachusetts Ave., Lexington MA 02173 price $2.00.
This report is an example of work done by an advisory committee appointed by a school district to ascertain and to report on what differences exist between the educational services and opportunities and experiences offered to girls and boys. The committee studied the professional staffing patterns, physical education and extracurricular sports, practical arts in the junior and senior high schools, instructional materials, curriculum development and counseling and guidance. It includes recommendations for change.

Pennsylvania Department of Education. Images of Women. (November 1973). 40 pp.
The non-sexist materials listed in this report are divided into subject areas; biography, careers, fiction, history, etc.

Pennsylvania Department of Education. Sexism in Education. A report of the task force composed of representatives of the Pennsylvania Department of Education, Pennsylvanians for Women's Rights and the Pennsylvania Human Relations Commission. (1972).

Pennsylvanians for Women's Rights. Self-Study Guide to Sexism in Schools. (1973).
A guide for those who want to know where to start in eradicating sexism from their schools. A model organizing tool for community and statewide groups.
The above three may be ordered from Jeanne Boydston, Deputy Secretary's Office, Pennsylvania Department of Education, Box 911, Harrisburg PA 17126.

State of Minnesota Department of Education. A Model to Eliminate Racism and Sexism in Education Through the Selection, Revision and Development of the Instructional System. (June 23, 1975) 78 pp. Order from Minnesota Department of Education, Capitol Square, 550 Cedar Street, St. Paul MN 55101.

3. GUIDELINES FOR INSTRUCTIONAL MATERIALS

The Acorn Groweth, Newsletter on Sexism in Library Materials for Children.
Order from Janet Dellaria, Northbrook Public Library, 1201 Cedar Lane, Northbrook IL 60062. Price $1.00 per year.

Adell, Judith and Hilary Dole Klein, compilers. A Guide to Non-Sexist Children's Books, Chicago, IL: Academy Press Ltd., 1976. Academy Press Limited, 176 West Adams Street Chicago, IL. $3.95 Paperback, $7.95 Hardcover. The more than 400 titles are divided into categories from pre-school through high school. Each entry is thoroughly annotated.

Burr, Elizabeth, Susan Dunn and Norma Farquhar. Equal Treatment of the Sexes in Social Studies Testbooks. 50¢, 12709 Dewey Street, L.A. 90066. A 9-page photo-offset article describing needed reforms.

Czaplinski, Suzanne M. Sexism in Award-Winning Picture Books. Pittsburgh, PA: KNOW, Inc., 1972.
Order from KNOW, Inc., P.O. Box 86031, Pittsburgh, PA 15221
109 pp. Price $2.00
A study of children's picture books, including statistical data with procedures used to assess the books for sexism.

Feminists on Children's Media. Little Miss Muffet Fights Back 1975. (Paper) 64 pp.
Revised edition available through Feminist Book Mart, 41-17 150 Street, Flushing N.Y. 11355. Price $1.00
A recommended list of nonsexist books for young readers.

Gudinas, Ruth A. and Sherrie Kroske-Akinsanya. (Compiled by) Breaking Through Barriers in Words and Pictures: A Handbook for Teachers on Biases in Instructional Materials. Madison: Madison Public Schools, (1974).
Order from Department of Human Relations, Madison Public Schools, Madison, WI 53706. Price $3.00
This handbook will aid educators in increasing their awareness of the overt and covert ways used by publishers to stereotype groups, and provide them with ways to analyze instructional materials in order to compare selections so they may choose those which are least stereotyped.

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.
New York: Macmillan Publishing Co., Inc., 1975.
Order from Macmillan Publishing Co., Inc., 866 Third Ave., New York, N.Y. 10022.
A broad set of guidelines that covers content generally and subject areas.
Very clear definition of terms.

Guidelines for Equal Treatment of the Sexes.
New York: McGraw-Hill Book Co., 1974.
Order from McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020.
These guidelines include many examples of language that is sexist and how it should be changed so that both men and women are treated with the same respect, dignity, and seriousness.

Guidelines for Improving the Image of Women in Textbooks.
Glenview, Ill.: 1972 Scott, Foresman and Company.
Order from Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Ill. 60025
These guidelines define sexism and give examples of language changes needed so women are not demeaned or stereotyped in interests, traits, and capabilities.

Guidelines for the Development of Elementary and Secondary Instructional Materials.
New York: Holt, Rinehart and Winston, 1975.
These guidelines recommend that instructional materials be free as possible from bias, stereotypes, and career-role restriction, with suggestions on how to do that.

Hart, Lois B. A Feminist Looks at Educational Software Materials.
Amherst, MA: Continuing Education Press. Distributed by Everywoman's Center, Munson Hall, University of Massachusetts, Amherst, MA 01002.
Eleven companies that sell audio-visuals are ranked according to five criteria: how may women biographies and who were these women, how many women in 'Community Helpers' units, vocational guidance materials stereotyped, materials dealing with the women's movement past and present, roles in family life series portrayed for high school students.

Loercher, Donna. Girls and Boys...Together. 1974 27 pp.
Order from The Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357. A bibliography/catalog of non-sexist children's literature.

Macleod, Jennifer S., and Sandra T. Silverman. 'You Won't Do' What Textbooks on U.S. Government Teach High School Girls.
Pittsburgh, PA: KNOW, Inc., 1973. P.O. Box 86031, Pittsburgh, PA 15221. Price $2.25 104 pp.
An excellent study including data on textbooks being used now, recommendations for using sexist textbooks, and an annotated source list of 150+ studies and remedies.

Osen, Lynn M. The Feminine Math-tique. Pittsburgh, PA: KNOW, Inc. 1971. (Paperback)
(Order from address above) 13pp. Price 70¢
The "Math-tique" that mathematics in its various guises is a male domain is opened for examination in this study.

The Resource Center on Sex Roles in Education. Biased Textbooks.
1975 $1 from the Center, 1156 15th St. N.W., Washington, D.C. 20005.
Includes two papers, one a research perspective by Lenore Weitzman, the other by Diane Rizzo, "Images of Males and Females in Elementary School Textbooks in Five Subject Areas", and suggestions for action by the Center.

Sex Equality in Educational Materials, Vol. IV AASA Executive Handbook Series: 1975. American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 18 pp.
This handbook states the problem and gives suggestions on solutions, including 'neutralizing' sexist materials. There is a bibliography.

Women on Words and Images. Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Princeton, NJ. 1972. Order from P.O. Box 2163. 58 pp.
A study of 134 school readers from sixteen different publishers which shows a pattern of sexism. Includes a slide presentation based on the study available for rental fee of $35.00.

4. GUIDELINES FOR CURRICULUM DEVELOPMENT

Ahlum, Carol, and Jacqueline M. Fralley (eds). Feminist Resources for Schools and Colleges: A Guide to Curricular Materials. Available from the Clearinghouse for Women's Studies, The Feminist Press, Box 334, Old Westbury NY 11568. Price $1.00 20 pp.
Over 500 sources of feminist materials listed, including printed and audio-visuals and games.

American Federation of Teachers. Women in Education: Changing Sexist Practices in the Classroom. 1974. (Item #600) Order from American Federation of Teachers, AFL-CIO, 1012 14th Street, N.W., Washington DC 20005. Price $1.50 - ten or more copies for $1.00 each. 75 pp.
Includes reprints divided into three sections: "Why Sexist Practices Should Be Changed," "Methods You Can Use In Your Classroom," and "Some Suggested Materials."

Johnson, Laurie Olsen, (ed). Nonsexist Curricular Materials for Elementary Schools. (unbound)
Order from The Clearinghouse on Women's Studies, The Feminist Press, Box 334, Old Westbury NY 11568. Price $5.00.
A packet of materials that classroom teachers may use for the teacher and the students - includes an introduction on the need for nonsexist materials and lessons.

Today's Changing Roles: An Approach to Non-Sexist Teaching. Developed by Educational Challenges, Inc. for Resource Center on Sex Roles in Education The National Foundation for the Improvement of Education: 1974.
Order from The National Foundation for the Improvement of Education, Suite 918, 1156 Fifteenth St., N.W., Washington DC 20005. Price $3.00 (paper)
This teacher's guide covers elementary, intermediate, and secondary curriculum and explores sex role stereotyping, clarifying and understanding the meaning of sex role stereotyping.

5. MATERIALS FOR STUDENT USE IN CLASSROOM

The American Heritage School Dictionary. New York: American Heritage Publishing Co., Inc., 1974.
A non-sexist dictionary for junior and senior high students.

Hecht, Marie B., et al. The Women, Yes! New York: Holt, Rinehart and Winston/Rinehart Press, 1973. (paperback) 226 pp.
The four parts are: "What Is A Woman?" - a broad look at the different opinions through the ages about women; "From Then to Now" - which starts with Abigail Adams and ends with the Equal Rights Amendment; "The Looking Glass" - the portrait of women in literature; "Now Sisters..." - what is going on now. It includes some challenging discussion topics and suggested activities. High School.

Johnston, Johanna. Women Themselves. New York: Dodd, Meade & Company. 1973. 126 pp.
Intermediate level text - contains stories of some American women who were determined to use all their talents. It is simply written, colorful in its portrayal of such women as Anna Hutchinson, Anne Bradstreet, Elizabeth Blackwell, Emma Willard, Elizabeth Stanton, etc.

Judd, Barbara and Daniel Josephs. Women in the United States. Glenview IL: Scott, Foresman and Company, 1975. (paper) 192 pp.
For high school students - part of a series of readings in American History. This is a wide-ranged look at women in the society of the United States from the past to the present. At the end of each chpater is a thought provoking question for discussion.

Merrick, Toni. The American Woman: Her Image and Her Roles. Xerox Corporation, 1972. (paper) 63 pp. 245 Long Hill Road, Middleton CT 06457.
This is part of the Social Studies Unit books. The areas covered are: "19th Century Woman--Her Office and Her Place," "Women Today--The Public Images," "Women Today--The Private Images," "Male and Female in Other Societies," "Sex Role Socialization--The Motive to Avoid Success," "The Male Stereotype--Can a Man Be a Housekeeper?," "New Man, New Women--Roles on a New Planet." After each section there are questions for thought and discussion. Junior high and high school level on up.

Stevenson, Janet. Women's Rights. New York: Franklin Watts, Inc., 1972. 90 pp.
A history of the times and the women who worked for rights for women. The book includes biographical sketches with pictures and historical sketches which tie the women portrayed into the events of the time. Intermediate level.

6. WOMEN'S STUDIES COURSES FOR HIGH SCHOOL STUDENTS

History of American Women, 1 semester (history and sociology)
Jeanne du Bois
Middleton High School
7400 North Ave., Middleton, WI 53562
Single copy no charge

Patterns of Human Behavior, 1 semester (sociology)
Unit: Sex Role Stereotyping
E. J. Bakalars
Nicolet High School
6701 N. Jean Nicolet Rd.
Glendale, WI 53217
Single copy no charge

Woman in American Culture, 1 semester (interdisciplinary)
Johanna Wahl and Virginia Metzdorf
Chippewa Falls High School
Carroll St., Chippewa Falls, WI 54729
Single copy - 50¢

High School Feminist Studies
Edited by Carol Ahlum and Jacqueline Fralley
Course outlines and valuable teaching tips - 256 pages $5
S.U.N.Y./College at Old Westbury
Box 334
Old Westbury, N.Y. 11568

Feminist Resources for Schools and Colleges:
A Guide to Curricular Materials
Edited by Carol Ahlum and Jacqueline Fralley
20 pages - $1
The Feminist Press (same address as above)

7. COUNSELING AND GUIDANCE MATERIALS

DeCrow, Karen. The Young Woman's Guide to Liberation. Indianapolis: Bobbs-Merrill Company, Inc., 1971.
This book includes what girls are taught in school and society about being women, the sources of "brainwashing," consequences, and the changes coming.

Diamond, Esther E., (ed.). Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Government Printing, 1974.
Order from the Career Educational Program National Institute of Education, Washington DC 20208.

Handbook for Workshop on Sex Equality in Education. American Personnel and Guidance Association: winter 1975-76.
Order from Ms. Mary Ellen Verheyden-Hilliard, Director, Sex Equality in Guidance Opportunities, 1607 New Hampshire Avenue, N.W., Washington DC 20009.

Resources for Counselors, Teachers and Administrators. American Personnel and Guidance Association: second edition available in fall 1975. (see above address)

An Annotated List of Resources for Counselors to Use in Promoting the Development of Girls and Women. Prepared for Wisconsin's School Counselors by Dr. Patricia Wolleat and Joan Daniels-Pedro. 12 pp.
Order from Pupil Services Section, Department of Public Instruction, 126 Langdon Street, Madison, WI 53702.
This bibliography contains information about resources for background readings, handbooks, guides, games, films, and other audio-visuals, resources for students and women's centers and organizations.

Komisar, Lucy. The New Feminism. New York: Warner Books, Inc., 1972. (paperback)
This is a factual primer on the women's movement for teenagers. The author explores many popular myths, the historical and present day role of women in society and the conscious and unconscious discrimination. Girls struggling with identity problems--and career/homemaking dilemmas might find this book helpful.

Wisconsin Apprenticeship Notebook. Wisconsin Department of Industry, Labor and Human Relations, Division of Apprenticeship and Training, P.O. Box 2209, Madison, WI 53701. No charge.
Shows men and women working equally in non-traditional occupations.

Women and Educational Testing: A Select Review of the Research Literature and Testing Practices. $4 price. Order from Publication Order Office, Educational Testing Service, Princeton, NJ 08540.

8. MATERIALS FOR IN-SERVICE PROGRAMS

American Association of University Women. Liberating Our Children, Ourselves. Order from AAUW Sales Office, 2401 Virginia Ave., N.W., Washington DC 20037. Price $1.50.
A handbook of Women's Studies course materials that would be useful for colleges and teacher training institutions to use for workshops, classes, and in-service.

NEA Edu-pak on Sex Role Stereotyping. National Education Association, 1201 Sixteenth Street, N.W., Washington DC 20036. 1974.
Order from NEA Order Department, The Academic Bldg., Saw Mill Road, West Haven CT 16516. Price $79.25 NEA member discount $66.
Contains the following: Books; Sex Role Stereotyping in the Schools, Non-Sexist Education for Survival, Today's Changing Roles: An Approach to Non-Sexist Teaching: Other printed items; Consciousness Razors, Sex Role Stereotyping Fact Sheets, Status of Women Faculty and Administrators: Audio-visual items; "The Labels and Reinforcement of Sex Role

Stereotyping" - a two part color and sound filmstrip for students, in-service and pre-service for teachers and community involvement programs; "Cinderella is Dead" - filmstrip and tape on discrimination, and three tapes on sexism, racism and classism. Discussion guides for tapes and filmstrips.

Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials. edited by Merle Froschl and Florence Howe and Sharen Kaylen. Order from the The Feminist Press, Box 334, Old Westbury, NY 11568. Price $10.00 (unbound) 44 pp. plus cassette. Available in the fall 1975.
Provides materials for organizing inservice education aimed at eliminating sexism in the school. There are two basic goals: to help a school district start an inservice course on sexism in education and to show the potential of such a course in developing a far-reaching women's studies inservice program.

9. AUDIO-VISUAL MATERIALS FOR USE IN ELIMINATING SEX ROLE STEREOTYPING

by

Constance Threinen
Specialist, Women's Education Resources
University of Wisconsin-Extension

(This listing is arranged so that it can be photocopied, then cut and pasted on index cards.)
Key: r=rental price, s=sale price. m=minutes

A. For Primary Students

FREE TO BE
Color Film, Record also
Songs for and about children who challenge sex roles
by Marlo Thomas and friends

Record available in stores
Also from Ms. Record, Dep't R
370 Lexington Avenue
New York, N.Y. 10017

WOMEN IN NON-TRADITIONAL ROLES
Photographs
Set #1: Community Helpers
Set #2: Professional Women etc.
Both sets and other include eight 8½" x 11" photographs. Available for $2.00 a set from:

Feminist Resources for Equal Education
Box 185
Saxonville Station
Framingham, Massachusetts 01701

DICK AND JANE RECEIVE A LESSON IN SEX DISCRIMINATION
Slideshow
Sexism in elementary school readers.

Corrine Perkins
815 Oakcrest Avenue
Iowa City, Iowa 52250

THIS BOOK IS RATED S* (*SEXIST).
Slideshow about sexism in children's literature from preschool books through teenage novels.

r=$15

Fort Worth Education Task Force
Berry Bock
2619 Hartwood Drive
Fort Worth, Texas 76109
(817/921-4980)

SEX ROLE STEREOTYPING IN AWARD-WINNING PICTURE BOOKS.
An analysis of the Caldecott winners, as described in the article by Weitzman et al. listed under "Children's Books." High school.

Slides
r=$35

Lucy Sells
1181 Euclid Avenue
Berkeley, California 94708

SEX-ROLE SOCIALIZATION IN PICTURE BOOKS FOR PRE-SCHOOL CHILDREN.
83 Slides
30-45 Minutes
s=$35

Done by Weitzman, Elchler, & Ho.

Sociologists for Women In Society
c/o Lucy Sells
1181 Euclid
Berkeley, California

B. For Junior and Senior High School Students

Social Studies

WOMEN'S LIBERATION

Film - Color
23 Minutes - 1972
BAVI #8559 = $9
ABC Media Concepts

Looks at women's movement, Marlene Saunders

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension
Box 2093
Madison, Wisconsin 53701

THE ROLE OF WOMEN IN AMERICAN SOCIETY

10 Films -- 10 Minutes -- 1975
Girls at 12
$330 - s -- $25 = r

EDC Distribution Center
39 Chapel Street
Newton, MA 02160

Devastating picture of socialization process.

BADVERTISING

20 Slides & Script
s= $4.50

Image of women and sex-roles in ads.

Women's Education Resources
University of Wisconsin-Extension
610 Langdon Street
Madison, Wisconsin 53706

STEREOTYPED WOMEN

Cassette - audiotapes
s=$6.95 + .50 postage
Discussion of supports that society provides for maintaining female stereotype by Linda Fedill

#23 (Psychology Today)
Ziff-David Publishing Company
Consumer Service Division
595 Broadway
New York, New York 10012

CHALLENGE TO WOMEN - Audiotape

SOCIAL ROLE AND THE SEARCH FOR IDENTITY
BB 0521.03 48 Minutes $12.00

We have many unnecessary problems which persist today because we can't cope with social changes, says Mirra Komarovsky, Professor of Sociology at Barnard College. She goes on to trace the sociological history of women from 1890 to the present discusses the resolution in the family cycle, and comments on middle-aged women searching for a new self.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd., Los Angeles, California 90019 213/931-1625

CHALLENGE TO WOMEN - Audiotape

PROFILES OF THE VANISHING FATHER
BB 0521.06 47 Minutes $12.00

Dr. Max Lerner, Prof. of American Civilization at Brandeis University, probes the father-son relationship, varying family structures, and predicts that a new leisure society with automation will bring the father back into the family.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

HERE SHE IS! THE MAKING OF MISS AMERICA

Audiotape
BB 4155 54 Minutes $12.00
Actual recordings from past Miss America contests are put together with appropriate commentary. A probing look at one of our more quaint tribal customs. Recorded at the 1970 Miss America Pageant.

Pacifica Foundation-Pacifica Tape Library
Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625.

WORKING - Audiotape
WOMEN IN THE ECONOMY
BC1758.10 30 Minutes $11.00
This program tells of women workers, both as house workers and as members of the wage labor force. The speaker, Lauri Helmbold of San Jose, California, gives a number of sound points and some statistics on the inequalities between men and women based on sex, class and race. She believes that the kind of work women do in the home is the source of social attitudes which exist toward women. Recorded April, 1974.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

BLACK WOMEN - Audiotape
WOMEN'S LIBERATION AND BLACK CIVIL RIGHTS
BC 0981.01 72 Minutes $14.00
Professor of English Lit. at Barnard. Catherine Stimpson, addresses a group of feminists on the tensions that exist between Black women and feminists as people. Her position is drawn from an analysis and understanding of the history of both the Women's Liberation and Black Civil Rights movements. This was a very provocative speech followed by a controversial question and answer period.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

BLACK WOMEN - Audiotape
THE BLACK WOMAN IN AMERICA
BB 3193 51 Minutes $12.00
A lively discussion about four major areas of importance to Black women in America: 1) the role of the Black woman sex vs. race; 2) myths - what is the Black family like; 3) female revolution - influence of the pill; 4) female oppressed/consumer/exploitation "a chicken in every pot and a whore in every house." Participants are Peachie Brooks, Verta Smart Grosvenor, Flo Kennedy, and Elinor Norton. Recorded June, 1968.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

History

WOMEN ON THE MARCH: THE STRUGGLE FOR EQUAL RIGHTS

Film - Black and White
27 Minutes
BAVI #8254 = $18.50 r

Documents rights in 19th and 20th century.

I Suffrage Movement
II Equal rights in other

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension Box 2093
Madison, Wisconsin 53706

WOMEN'S RIGHTS IN THE U.S.

Color Film 27 Minutes
BAVI #8362 = $14.00 r

Surveys conditions and movements which brought about changes in the status of women; frontier, abolition, Civil War, industrialization, suffrage attitudes towards marriage, employment, fashion, and education.

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension Box 2093
Madison, Wisconsin 53706

THE EMERGING WOMAN

Film Black and White
40 Minutes r = $45

Film Images
17 W. 60th Street
New York, N.Y. 10023
212/279-6653

or

Film Images
1034 Lake Street
Oak Park, Ill. 60301 312/386-4826

WOMEN GET THE VOTE
1962, black and white, 27 Minutes
The story of women's fight for suffrage in the United States.
High School.

WOMEN ON THE MARCH.
A pictorial history, including newsreel clips, of the women's suffrage movement in Britain.
High School.

Contemporary Films/McGraw-Hill
1221 Avenue of the Americas
New York, New York 10021
212/997-6761

BUT THE WOMEN ROSE: VOICES OF WOMEN IN AMERICAN HISTORY

Audiotape.

Volumes 1 and 2. Folkways Records, (#FD-5535, FD 5536. S-$5.95.) Moving statements by women through American history (1700s to the present); script included.

Folkways Records
701 Seventh Avenue
New York, New York 10036

WORKING - Audiotape
WHAT HAVE WOMEN DONE
BC 1992 42 Minutes $12.00
A sound essay on the history of working women in the United States which also explores these myths: the housewife doesn't work, women can't be organized, women are docile, and women work for pin money. A fast-moving informative look at the types of work and the social positions achieved by women in America since colonial times. Produced Fall, 1974.
Pacifica Foundation-Pacifica Tape Library
Dept. W741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

Art and Literature

ON BEING A WOMAN - audiotape.
IF THEY HAD A ROOM OF THEIR OWN
BC 1933 56 Minutes $12.00
The sister of Felix Mendelssohn, Fanny, was herself a pianist, singer and composer. Dorothy Wordsworth, sister of William, was a writer. This program explores these two women, with examples of their works and readings of their writings. Spring, 1974
Pacifica Foundation-Pacifica Tape Library
Dept. W741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

WOMEN'S LIBERATION AND THE ARTS
Audiotape BC 0289 66 Minutes $14.00
A panel of women artists and critics discuss whether feminist art exists, exchange ideas on women's liberation in general, and consider how to combine an art career with a family. Kate Millet, Louise Nevelson, Faith Ringold, Grace Raley, Lucy Lippard, Nancy Sprio, Sylvia Stone, Jennifer Licht, and Annette Michaelson. Recorded 3-71.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

THE IMAGE OF WOMEN IN ART - Arts
Audiotape BC 0981.03 78 Minutes
$15.00
A superb lecture by Dr. Linda Nochlin, prof. of Art History at Bassar and author or Realism. She discusses the image of women in art, women as subjects of art, the nature of the "fallen" woman. Recorded 10-72 in N.Y.C.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

AND AIN'T I A WOMAN

200 Years of Feminist Literature
6 color filmstrips with sound - 1974
Sale $120 with disc., $138 with cassette. Historical approach, uses writings of Abigail Adams, M. Fuller, Eliz Cady Stanton, Doris Lessing, Steinen

Bill Ahern
Schloat Production
830 E. Maple Street
Lombard, Illinois 60148 #EE876

SOME WILL BE APPLES

Film - color and black and white clips 15 Minutes 1974, r=$25
Phyllis MacDougal, 1600 W. 22nd St.
Minneapolis, Minnesota 55405
About Zona Gale, Wisconsin author artfully done.

SADIE AND MAUDE - Black Women - Audiotape
BB 5135 36 minutes $12.00
Two young Black women, Jeanette Henderson and Linda Taylor, read the poetry of Black women and discuss the Black liberation movement and its relation to women's liberation. Recorded 1971. Sensitive language.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

WOMEN IN THE ARTS
Audiotape - the arts
BC 0453.04 29 Minutes $10.00
Novelist and Diarist Anais Nin discusses the development of female consciousness in women's literature from the 18th century to the present.
Recorded 11-71.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019
213/931-1625

Foreign Language

SEXISM IN FOREIGN LANGUAGE TEXTBOOKS

Slides
$35.00 Rental

WOWI
Dept. H
Box 2163
Princeton, New Jersey 08540

Counseling

HEY, WHAT ABOUT US
s=$200 r=$17
Color Film 15 Minutes 1975
Trigger film, needs follow-up discussion. About those who don't fit male/female stereotypes. Dance Class, Football Game, Boxing, Judo.

Extension Media Center, Univ. of California, Berkeley, California 94720 - and - Far West Lab. for Ed. Res. & Dev., 1855 Folsom Street, San Francisco, California 94103

ANYTHING THEY WANT TO BE

Color Film -- 12 Minutes -- 1975
s = $95 r = $12
Intellectual & Career Development -
10 scenes, trigger film, needs follow-up discussion.

Extension Media Center
University of California
Berkeley, California 94720 -AND-

Far West Lab for Ed. Research & Dev.
1855 Folsom Street
San Francisco, California 94103

I IS FOR IMPORTANT

s = $160 r = $15
Color Film -- 12 Minutes -- 1975
Trigger film, needs follow-up discussion.
On Social Behavior.

Extension Media Center
University of California
Berkeley, California 94720 -AND-

Far West Lab for Ed. Research & Dev.
1855 Folsom Street
San Francisco, California 94103

TAKE THIS WOMAN

Color Film -- 25 Minutes -- 1971 (NBC)
BAVI #9128 - $9.00 Rental -- NBC

Equal employment opportunity shows individual cases.

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension
Box 2093
Madison, Wisconsin 53701 608/262-1644

WOMEN UP THE CAREER LADDER

Film -- 30 Minutes -- 1972
BAVI #9144 = $5.50

A panel of women discuss career problems.

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension
Box 2093, Madison, Wisconsin 53701
608/262-1644

HASSLES AND HANGUPS

Color Film -- 29 Minutes -- 1975
s = $380 r(5 days) = $35

Includes problems related to sex and sex identity emphasis on positive attitudes.

Max Miller
Avanti Films
Motivational Media
8271 Melrose Avenue
Los Angeles, California 90046

GROWING UP FEMALE: AS SEX BECOME ONE

1971 -- 60 Minutes -- r=$70

A fascinating film on the socialization of women through the portrayal of women of six different ages. High School.

Impact Films
144 Bleecker Street
New York, New York 10012

East: 212/674-3375
West: 415/924-1652

MASCULINITY

3 color filmstrips with sound, each 15 minutes - 1974 - 1 color filmstrip - no sound
Sale $80 with discs., $95 with cassettes
Myths & Stereotypes
Biol., physio., & socio-cultural factors
impact of women's movement
#EE355

Bill Ahern, Schloat Productions
830 East Maple
Lombard, Illinois 60148
312/629-3161

CINDERELLA IS DEAD

Filmstrip & Record -- $16.00
NEA (385-11504NMB5)

Women in the labor market.
Importance of individual differences,
not sex differences.

A CHANCE TO CHOOSE

Filmstrip

Project on Sex Equality in Guidance
Opportunities (Janice Birk)

SEGO Project
APGA
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
202/483-4633

DOCTOR, LAWYER, INDIAN CHIEF?

Slides
r = $35.00

WOWI
Department H
Box 2163
Princeton, New Jersey 08540

CHALLENGE TO WOMEN - Audiotape
THE UNMOTHERED WOMAN

BB 0521.04 - 39 Minutes - $12.00

Ethel M. Albert, Assoc. Professor of
Speech at the University of California,
Berkeley, examines motherhood, which
she suggests involves a whole set of
interlocking ideas about human nature.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

OUT OF WED-LOCK - Audiotape
OUT OF WED-LOCK I

BB 4271.01 - 56 Minutes - $12.00

This program examines why the mothers
decided to keep their babies, and the
medical, childcare and economic problems
they faced.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

OUT OF WED-LOCK II
BB 4271.02 - 54 Minutes - $12.00

A discussion of the changes in identity
that resulted from pregnancy and mother-
hood, and the decisions the mothers were
forced to make.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

Physical Education

ENDURANCE CONDITIONING FOR GIRLS AND WOMEN
Athletic tape-audio - 43 Minutes - AT67
$12.00
C. Harmon Brown, M.D., Chief of Medicine
at the Veterans Admin. Hospital in Libermor
CA. and former coach of the Women's Pan-
American Games track and field team,
discusses techniques of endurance
conditioning for women. The difference
between these techniques and those used in
training men, though not great, can be
crucial.

University of California-Extension
Berkeley, California 94720

WEIGHT TRAINING FOR GIRLS AND WOMEN

Audiotape - Athletic - 71 Minutes -
AT68 - $12.00
Jack H. Wilmore, Ph.D., Assoc. Prof. in the Dept. of Physical Education at UC, Davis, talks about his research into the effects of weight training and the mechanisms of strength development, which are not well understood. Before, during, and after a ten-week weight, strength, and muscle hypertrophy.
University of California-Extension
Berkeley, California 94720

WHAT RESEARCH TELLS THE COACH: WOMEN IN SPORTS

73 Minutes - AT69 - Audiotape - $12.00
Dr. Brown answers more questions about various conditioning techniques, among them the theory, practice, and variations of interval training; stride length, use of feet, and computerized programs in running training; weight training for women; and the value of the Universal Gym. Other topics are conditioning programs for older women, the need for women coaches with intensive competitive background, and the need to match the training to the sport.
University of California-Extension
Berkeley, California 94720

For Inservice Education Programs for Teachers and Administrators

WE ARE WOMAN - Helen Reddy

Film - 1975 - 28 Minutes - color
Sale $375 - r= $35 for 5 days

Strong case for equality for both men and women. tops for most audiences.

Motivational Media
8271 Melrose Avenue
Los Angeles, California 90046

THE PREJUDICE FILM

Color Film - 28 Minutes - Sale $360
r= $35 for 5 days
Many awards. Narrated by David Hartman.

Max Miller/Avanti Films
Motivational Media
8271 Melrose Avenue
Los Angeles, California 90046

BEYOND BLACK & WHITE

Color Film - 28 Minutes - Sale $360
r = $35 for 5 days

Why stereotyping is damaging. Narrated by Eddie Albert.

Max Miller/Avanti Films
Motivational Media
8271 Melrose Avenue
Los Angeles, Claifornia 90046

MEN'S LIVES

Color Film - 44 Minutes - 1975
Sale $500 - r = $59
Josh Hanig & Will Roberts - Documentary on male personality and roles.

New Day Films
Box 315
Franklin Lakes, New Jersey 07417

THE LABELS & REINFORCEMENT OF SEX ROLE STEREOTYPING

2 color filmstrips - 1 record - 1973
$24.50 NEA (385-1150-2NM85)

Society limits human development via lables. Home, school, community perpetuates stereotypes.

The Baker & Taylor Company
Audio Visual Services Division
P. O. Box 230
Momence, Illinois 60954

ANYTHING YOU WANT TO BE

Film - 16mm, black and white, 8 Minutes
Sale $100 - r = $15 - 1972

Humorously depicts conflicts and absurdities of high school girl's efforts to "become" something.

by Leane Brandon, Boston

New Day Films
267 West 25th Street
New York, New York 10001

PROMISE HER ANYTHING - Audiotape
TRAINING THE WOMAN TO KNOW HER PLACE
BC 0426 - 60 Minutes - $12.00
A lecture about the pervasive effects of sex role conditioning on women in America. Psychologists Darryl and Sandra Bem contend that this conditioning is primarily responsible for the lack of motivation among women to pursue careers other than those which society deems appropriate for them. A fast-moving, humorous lecture, complete with role playing games. Recorded May, 1971.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

WE DON'T KNOW HOW TO GROW PEOPLE

Cassette audiotape with discussion guide how to raise liberated children.

Richard Farson

NEA - National Education Association
1201 North 16th Street, N.W.
Washington, D.C. 20036

10. FOR NAMES OF SPEAKERS, PANELISTS AND OTHER RESOURCE PEOPLE CALL OR WRITE:

Wisconsin Department of Public Instruction
Affirmative Action Officer
126 Langdon Street, Madison, Wisconsin 53702
608/266-1771

Women's Education Resources
University of Wisconsin-Extension
430 Lowell Hall
610 Langdon Street, Madison, Wisconsin 53706
608/262-9760

Wisconsin Education Association Council
222 West Washington Avenue
Madison, Wisconsin 53703
608/255-2971

Wisconsin Association of School Boards
122 West Washington Avenue
Madison, Wisconsin 53703
608/257-0543

11. USEFUL ADDRESSES

American Association of University Women, Educational Foundation Programs Office, 2401 Virginia Avenue, N.W., Washington DC 20037.
Write for information on the AAUW Task Force working on sex role stereotyping in education.

American Personnel and Guidance Association, Sex Equality in Guidance Opportunities, Mary Ellen Verheyden-Hilliard, Director, 1607 New Hampshire Avenue, N.W., Washington DC 20009.
Workshops for counselors, teachers and administrators offer technical assistance to those interested in developing a sex fair educational experience for their students. Wisconsin State Trainer is Joan Daniels-Pedro, 5917 Old Middleton Road, Madison WI 53705. Printed material available (see Section 7 of bibliography).

Feminist Book Mart, 41-17 150 Street, Flushing NY 11355.
Source for materials such as biographies of women, non-sexist children's books and adult literature, records, cassettes...write for catalog.

Feminist on Children's Media, Box 4315, Grand Central Station, New York NY 10017.
Write for catalog of materials available.

The Feminist Press, Box 334, S.U.N.Y./Old Westbury, Old Westbury NY 11568
A non-profit, tax-exempt publishing house which also sets up inservice programs, consults with school systems, publishers, and librarians, provides a clearinghouse on women's studies and education. Send for their catalogue - includes children's books, curriculum packet, inservice packet, women's studies informations, etc.

KNOW, Inc., P.O. Box 86031, Pittsburgh PA 15221.
Source of reprints, books, pamphlets on all areas of the feminist/women's movement...write for catalog.

NOW Task Force on Education, Mary Ellen Verheyden-Hilliard, National Coordinator, 3747 Huntington Street, N.W., Washington DC 20015.
Write for list of comprehensive resources including books, reprints, organizations. This task force is working toward non-sexist education for all children.

Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education, 1156 15th Street, N.W., Washington DC 20005.
A non-profit corporation created by the National Education Association to act as a clearinghouse for materials and information on sex-role stereotyping in schools. Free

quarterly newsletter on progress and events around the country. Write to the above address to be put on their mailing list. They would like information on local affirmative action programs curriculum and/or any other information that might be shared with others.

A Room of One's Own, Inc., 317 West Johnson Street, Madison WI 53703.
A feminist bookstore - including children's books. Write for list and price of materials available, or stop in.

Task Force on Equal Rights for Women in Education, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver CO 80203.
Paula Herzmark and Patsy Garlid are the staff people for the Task Force. Write to them for information.

The Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington DC 20200.
Statistics on labor available periodically and information on the status of women. Write to be put on their mailing list.

Women's Equity Action League, "WEAL Washington Report," National Press Building, Washington DC 20045. Subscription $7 per year.
A Congressional report compiled by members of the Legislative Committee of the Women's Equity Action League (WEAL). Useful as a means of keeping up with the latest bills in Congress and how they might affect schools.